DOCUMENT RESUME

ED 426 177 AA 001 305

Resources in Education (RIE). Volume 34, Number 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 426 178 CE 075 517

Harrold, Ross
Towards an Ideal Resource Allocation Model for the Vocational Education and Training Sector. Working Paper No. 6.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 37p.; Stage one of an evaluation of the methods of resource allocation in vocational education and training in Australia.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Policy; Financial Support; Foreign Countries; *Government School Relationship; Incentives; Literature Reviews; Models; Policy Formation; Postsecondary Education; Program Costs; Public Policy; *Resource Allocation; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

The literature on resource allocation principles was reviewed to develop a credible and workable conceptual framework for reviewing the resource allocation mechanisms that are currently used by state vocational education and training (VET) systems in Australia. Two basic approaches to resource allocation were identified: the passive approach, which emphasizes the role of resources in enabling expenditure to implement nonfinancial decisions by allocating resources to fulfill agreements reached through nonfinancial processes, and the active approach, which emphasizes earning or winning resources by demonstrating high standards of past behavior and is therefore based on allocation rules that deliberately incorporate the use of incentives and

DOCUMENT RESUME

ED 426 196 CE 077 621

Martin, Sabrina Budasi
English as a Second Language Curriculum Guide for The Apparel Group Ltd.--ENRO, 1995-1996.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Classroom Techniques; Communication Skills; Community Colleges; Cooperative Learning; *Education Work Relationship; Holistic Approach; Language Experience Approach; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Skills; *Needle Trades; *Partnerships in Education; Problem Solving; Reading Skills; Resource Materials; School Business Relationship; Skill Development; Student Centered Curriculum; Teaching Guides; Two Year Colleges; Unions; *Vocational English (Second Language); *Workplace Literacy
IDENTIFIERS- Freire (Paulo)

This teaching guide contains the materials required to teach the workplace English-as-a-second-language curriculum that was designed specifically for nonnative English speakers at a shirt and tie manufacturing plant in Kentucky. Developed through the efforts of a partnership involving the plant, the local union of needle trades and textile workers, Northeastern Illinois University, and Jefferson Community College, the curriculum is intended to raise workers' basic literacy skills in reading, writing, mathematics, problem-solving, and communication skills. The curriculum, which is based on the holistic, "worker-centered" approach developed by Paulo Freire, features activities based on the following methods: problem posing; language experience approach; role plays; total physical response; cooperative learning; and pairwork. The following topics are covered in the guide's eight sections: program objectives, goals, and staff; theory and philosophy; methodology; ideas for worker-centered activities; worker-centered teaching tips to maximize student participation; materials needed; evaluation; and thematic objectives and lesson ideas and activities for lessons on work issues and communication in the workplace, work forms, quality control, company rules, and health and safety at work. The guide contains 28 references. Appended are a list of vocabulary pertinent to shirt manufacturing and a 26-item list of resource materials. (MN)

ED 426 197 CE 077 622

Sharma, Shobha; Escalona, Margaret Boyter
Curriculum Guide for General Education Development or High School Equivalency Examination in Spanish.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

DOCUMENT RESUME

ED 426 214 CE 077 811

Collins, Lisa
Effective Strategies for Dealing with Test Anxiety. Teacher to Teacher Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Students; *Attitude Change; Classroom Techniques; *Educational Strategies; *Relaxation Training; Student Attitudes; Teacher Student Relationship; *Test Anxiety; *Test Wiseness

Test anxiety is exceedingly common among learners in adult basic education. Any one or more of the following can cause individuals to experience test anxiety: learned behavior resulting from the expectations of parents, teachers, or significant others; associations that students have built between grades or test performance and personal worth; fear of disappointing or alienating friends, family, and/or parents because of poor performance; and feelings of lack of control and/or inability to change one's present life situation. When working with anxious students, establishing rapport is vital. Some helpful tips teachers can convey to their students are as follows: avoid large amounts of caffeine before tests; eat a light meal; dress comfortably; be prepared; be positive; take breaks when needed; read directions and questions carefully; use available time wisely; look for key terms in questions and trick questions; make an outline before answering an essay question; and practice with sample tests before the test day. To help alleviate students' test-related stress, teachers should teach both testing techniques and relaxation techniques. Anxiety management training is among the best ways to help students reduce their test-related anxiety. The training consists of three components: relaxation training; construction of an anxiety hierarchy; and systematic desensitization of anxiety. The final step is to help students develop realistic and positive attitudes toward school. (MN)

ED 426 215 CE 077 819

Rogers, George E.
Technology Education Modules: Blessing or Curse.
PUB DATE- 98
NOTE- 21p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Conventional Instruction; Educational Research; Grade 7; Industry; Junior High Schools; *Laboratories; *Learning Modules; Middle Schools; Pretests Posttests; Technology; *Technology Education

A study compared modular industrial technology education instruction with traditional laboratory instruction and industrial technology education instruction in contemporary laboratories. Seventh-grade middle school students were assessed prior to their enrollment in a 9-week industrial

DOCUMENT RESUME

ED 426 235 CE 077 892

Green, Kathleen
Nontraditional Education: Alternative Ways To Earn Your Credentials.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - General (140)
DESCRIPTORS- Access to Education; Adult Education; Bachelors Degrees; *Credits; *Experiential Learning; *External Degree Programs; *High School Equivalency Programs; Higher Education; *Nontraditional Education; *Nontraditional Students; Prior Learning; Standardized Tests; Transfer Policy
IDENTIFIERS- General Educational Development Tests

Nontraditional education credits can be earned in many ways. Some methods of assessing learning for credit are objective, such as standardized texts; others are more objective, such as a review of life experiences. Options for earning a high school diploma without spending 4 years in a classroom are as follows: General Educational Development programs; skills demonstration through the National External Diploma Program; and correspondence and distance study. The college picture includes credit through classwork or experience and college degree programs. Adults can receive college credit for what they know by passing examinations and documenting experiential learning through credit: credit for prior college coursework; credit for noncollege courses; credit by examination, including five national testing programs, college and university credit-by-exam programs, and government institute proficiency exams; and credit for experience. Nontraditional students who choose to earn a college degree should evaluate colleges' nontraditional programs based on their accreditation, program features, residency requirements, and tuition and other expenses. (A resources section lists four organizations who can provide information on programs and describes nine publications/guides to nontraditional education. Sources for additional information on all options for earning credits are provided in the text.) (YLB)

ED 426 236 CE 077 893

Career & Technology Studies Manual for Administrators, Counsellors and Teachers.
PUB DATE- 98
NOTE- 502p.; Update of ED 416 418.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Education Work Relationship; Educational Finance; Educational Resources; Evaluation Methods; Foreign Countries; Guidelines; *Integrated Curriculum; Learning Strategies; Marketing; Program Implementation; Secondary Education; Student Evaluation; Teaching Methods; *Technical Education; Technological Advancement; *Vocational Education
IDENTIFIERS- *Alberta

Career and Technology Studies (CTS) is an optional program designed for Alberta's secondary school students. The program is designed to help junior and senior high school students do the following: develop skills they can apply in daily living now and in the future; investigate career options and make

DOCUMENT RESUME

ED 426 252 CE 077 931

Family Numeracy Adds Up. Lessons from the Family Numeracy Pilot Programme.
PUB DATE- 98
NOTE- 116p.; Colored pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Case Studies; Early Childhood Education; Educational Practices; *Family Literacy; Foreign Countries; High Risk Students; *Intergenerational Programs; *Literacy Education; Models; National Programs; *Numeracy; Parents as Teachers; *Pilot Projects; Questionnaires; School Districts
IDENTIFIERS- *United Kingdom

This document contains information from and about the Family Numeracy program, a 1-year pilot program conducted in 14 local education authorities throughout the United Kingdom to identify the most effective methods of achieving the following goals: raise the level of home support for numeracy; improve the numeracy skills of 3- to 5-year-old children at risk of underattainment; and help parents improve their own and their children's numeracy skills. The following topics are discussed in sections 1-5: the Family Numeracy program's objectives and components; impact of poor numeracy; findings of the pilot evaluation; program participants; and pilot program outcomes. Section 6 presents a model of effective family numeracy provision featuring three strands of provision with joint and separate sessions for adults and children, a firmly structured numeracy curriculum, and "bridging activities" to help parents develop their children's numeracy skills at home. Section 7 explains how to adapt the model to different local circumstances, and Section 8 illustrates successful strategies through case studies. Twenty-seven tables/figures are included. Appended are the following: "NFER (National Foundation for Educational Research) Report on the Family Numeracy Evaluation" (Greg Brooks, Dougal Hutchinson), evaluation framework, and list of participating sites. (MN)

ED 426 253 CE 077 933

Cwach, Marlin Day; Gravely, Mary Liles
More Water, Madam? An ESL Curriculum for Service Helpers in Full-Service and Fast-Food Restaurants.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 82p.; A publication of the Workplace Education Project Emily Griffith Opportunity School.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Behavioral Objectives; Classroom Techniques; Demonstration Programs; *English (Second Language); *Food Service; Hotels; Learning Activities; Learning Modules; Lesson Plans; Limited English Speaking; *Literacy Education; Program Effectiveness; Spelling Instruction; Vocabulary Development; *Workplace Literacy

This document, which was developed as a cooperative effort between the business and education communities in Denver, presents an English-as-a-second-language curriculum for service

DOCUMENT RESUME

ED 426 269 CE 077 954

VISIONS2 Learning for Life Initiative. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 148p.; For the "Workplace Literacy Implementation Model", see CE 077 955. Prepared in partnership with Orangeburg-Calhoun Adult Education and Devro-Teepak, Inc.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Basic Skills; Cognitive Style; Curriculum Development; Demography; Educational Research; Enrollment; Individualized Instruction; *Lifelong Learning; *Literacy Education; Needs Assessment; Outcomes of Education; *Partnerships in Education; Pretests Posttests; Questionnaires; Records (Forms); Recruitment; School Business Relationship; School Holding Power; Student Evaluation; Technical Institutes; Two Year Colleges; *Workplace Literacy

During the Learning for Life Initiative, a technical college and an adult education center partnered with two area businesses to develop and deliver job-specific workplace literacy and basic skills training to employees. Major activities of the initiative included the following: comprehensive staff development program for all project instructors, educational representatives, and business partners; initial assessment of both businesses' employees; job-specific literacy audits; development and delivery of an instructional curriculum including 35 classes and workshops (on such topics as conflict resolution, stress management, basic chemistry, computer basics, job-related reading and mathematics, communication, business writing, technology on the job, independent study, and basic electricity); ongoing outreach activities; individual education plans for all project participants; continued employment and career advancement activities to boost productivity and/or upgrade workers' skills; ongoing supportive services to overcome barriers to program participation; and orientation and information sharing activities for all worksite supervisors. All project goals were met or exceeded. (Twenty-five tables/figures are included. Appendixes constituting approximately 70% of the document contain the following: needs assessment materials and results; recruitment and retention plan and materials; curriculum development materials; student, supervisor, and workshop evaluation forms and results; and learning styles research.) (MN)

ED 426 270 CE 077 955

Walsh, Chris L.; Ferguson, Susan E.; Taylor, Mary Lou
VISIONS2 Learning for Life Initiative. Workplace Literacy Implementation Model.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 95p.; For the final report, see CE 077 954.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Basic

DOCUMENT RESUME

ED 426 288 CE 078 004

Belcher, Greg
Technical and Occupational Education Instructors' Perceived Use of Student Assessment Information in Making Educational Decisions.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (New Orleans, LA, December 10-13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Attitudes; *Evaluation Methods; Postsecondary Education; *Student Evaluation; *Teacher Attitudes; Technical Education; Vocational Education; *Vocational Education Teachers

A study was conducted to describe instructors' attitudes toward and use of assessment methods in postsecondary technical and occupational classrooms and laboratories. Data were collected through a questionnaire mailed to a random sample (n=318) of all postsecondary technical and occupational instructors in Ohio. Results indicated that instructors tended to use information from paper-and-pencil tests most often in making instructional decisions, followed by information from performance assessments and informal observations. Postsecondary instructors tended rarely to use information from standardized tests, portfolios and essay methods. Instructors neither agreed or disagreed that they faced potential constraints while conducting assessment activities. More than four-fifths of the instructors reported a positive attitude toward assessment and more than one-half considered themselves very competent in assessment. Marketing instructors used portfolios more often in making instructional decisions. Two program areas (marketing and business) were the primary users of essay methods. Instructors' attitudes toward assessment were found to explain 11 percent of the variation in use of performance assessment and 4 percent in use of portfolios. The perceived competency level of instructions in assessment contributed to about 3 percent of the variation in use of portfolios. (Contains 14 references.) (KC)

ED 426 289 CE 078 005

Valentine, Harold; Zikmund, Dale G.
Legal Issues Involving Student Workers.
PUB DATE- 98
NOTE- 25p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); *Employer Employee Relationship; *Employment Practices; Federal Legislation; Labor Conditions; *Labor Legislation; Labor Standards; *Minimum Wage Legislation; Secondary Education; *Youth Employment
IDENTIFIERS- *Fair Labor Standards Act

This paper outlines the provisions of the Fair Labor Standards Act (sometimes referred to as the Wage-Hour Law) that establishes a minimum wage, subminimum wage, training wage overtime pay, and recordkeeping requirements. The following

DOCUMENT RESUME

ED 426 307 CE 078 642

Solving Problems: Finding Solutions that Work. JobLink Winning at Work Instructor's Manual, Module 7.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 96

NOTE- 263p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; *Brainstorming; Case Studies; Conflict Resolution; Decision Making; Decision Making Skills; Educational Needs; *Job Skills; Learning Activities; Learning Modules; Literacy Education; *On the Job Training; Pretests Posttests; *Problem Solving; Supervisory Training; Teaching Methods; Transparencies; *Workplace Literacy

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. The module is intended to meet the learning needs of production workers who may have limited basic skills or literacy. This module presents a six-step problem-solving model: brainstorming; analyzing cause and effect; ranking priorities, identifying potential causes of a problem, designing a corrective action plan, and presenting solutions. Employees who use the module learn the six steps on a simulated case study, and advance to a real-life problem that is written by their supervisors in an accompanying supervisor session. The module contains six 1-1/2 hour lessons that cover the following topics: (1) there's no business like everybody's business; (2) what's going on here?; (3) something's fishy; (4) what needs to be fixed--and what are we going to do about it!; (5) let's fix it!; and (6) welcome to the real world! The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that contains two lessons on finding solutions that work. (KC)

ED 426 308 CE 078 643

Resolving Conflicts: Getting along with Co-Workers. JobLink Winning at Work Instructor's Manual, Module 8.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 96

NOTE- 334p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Conflict; *Conflict Resolution; Decision Making; Dissent; Educational Needs; *Job Skills; Learning Activities; Learning Modules; Literacy Education; *On the Job Training; Pretests Posttests; Problem Solving; Supervisory Training; Teaching Guides; Teaching Methods; Transparencies; *Workplace Literacy

This manual is a guide to an interactive training program

DOCUMENT RESUME

ED 426 328 CG 029 012

Moore-Thomas, Cheryl
Master's Level Counselors' Self-Perceived Multicultural Competence: Relation to General Counseling Competence, Conscientiousness, and Openness to Experience.
PUB DATE- 98
NOTE- 52p.; Ph.D. Dissertation, University of Maryland, College Park.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Counseling; Counseling Effectiveness; Counselor Qualifications; Counselor Training; *Cross Cultural Training; Cultural Awareness; *Cultural Pluralism; Ethnicity; Graduate Students; Higher Education; *Intercultural Communication
IDENTIFIERS- *Multicultural Counseling

Multicultural counseling competence is of paramount importance. For counselors to be able to better meet the needs of their clients, and for counselor education programs to better prepare their students to meet the needs of a diverse population, it is necessary to uncover and learn to effectively manipulate all the pieces of the puzzle of multicultural counseling competence. This study examined the relation of master's level counselors' (N=36) multicultural counseling competence, conscientiousness, and openness to experience on the Multicultural Counseling Inventory, the NEO-FFI, and the Counselor Evaluation Rating Scale. Correlational analysis was used. Multicultural counseling competence and general counseling competence were found to be significantly correlated. However, only a moderate portion of the variance in multicultural counseling competence can be associated with the variance in general counseling competence. The overlap of these variables appears to be modest enough to suggest that multicultural counseling competence and general counseling competence are distinct but overlapping constructs. In addition, a significant correlation was found between openness to experience and multicultural counseling awareness. These data seem to support the inclusion of multicultural counseling competencies and activities that increase counselor trainees' openness to new experiences in counselor preparatory programs. (EMK)

ED 426 329 CG 029 013

Sampson, James P., Jr.
Using the Internet To Enhance Test Interpretation.
PUB DATE- 98
NOTE- 9p.; Plenary paper presented at the ERIC Clearinghouse on Counseling and Student Services Conference: "Assessment '98: Assessment for Change-Changes in Assessment" (St. Petersburg, FL, January 16-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Counseling; Distance Education; *Internet; Lifelong Learning; *Test Interpretation; Test Use; Testing; Testing Problems

The Internet is now adding the potential for remote delivery of test administration, scoring, profiling, report writing, and multimedia functions, as well as cost-effective capability in

DOCUMENT RESUME

ED 426 349 CS 013 358

Dixon-Krauss, Lisbeth, Ed.
Vygotsky in the Classroom: Mediated Literacy Instruction and Assessment.
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; *Cooperative Learning; Elementary Education; Emergent Literacy; Evaluation Methods; High Risk Students; Multicultural Education; Portfolio Assessment; *Reading Instruction; *Student Evaluation; Whole Language Approach; *Writing Instruction; Writing Processes
IDENTIFIERS- Book Clubs; *Vygotsky (Lev S)

Designed to help teachers think about, analyze, and make decisions on literacy instruction, this book provides the conceptual framework and methodology to put the ideas of Lev Vygotsky into practice for classroom literacy instruction. The book claims that Vygotsky's ideas provide a cohesive framework and an operational model that teachers can use to integrate and apply topics in literacy learning such as whole language, emergent literacy, writing, integrating literature in content areas, collaborative learning, teacher decision making, technology as a tool for literacy development, and dynamic assessment for explaining children's diversity in and potential for literacy development. Teacher educators who have used the Vygotskian perspective wrote the chapters in the book. Part I of the book explains the major ideas of Vygotsky's theory, and Part II applies the idea that assessment is dynamic and should occur while children are engaged in learning activities. Chapters in the book are: (1) "Vygotsky's Sociohistorical Perspective on Learning and Its Application to Western Literacy Instruction" (Lisbeth Dixon-Krauss); (2) "Emerging Readers and Writers" (Martha Combs); (3) "Spontaneous and Scientific Concepts in Content-Area Instruction" (Lisbeth Dixon-Krauss); (4) "Book Club: The Influence of a Vygotskian Perspective on a Literature-Based Reading Program" (Susan I. McMahon); (5) "Collaborative Learning and Thinking: The Vygotskian Approach" (Clara M. Jennings and Xu Di); (6) "Vygotsky and Writing: Children Using Language to Learn and Learning from the Child's Language What to Teach" (Marian Matthews); (7) "The Concept of Activity" (Patricia Ashton); (8) "Vygotsky and Multicultural Assessment and Instruction" (Nile V. Stanley); (9) "Vygotsky and At-Risk Readers: Assessment and Instructional Implications" (Sherry Kragler); (10) "Using Portfolios to Mediate Literacy Instruction and Assessment" (Lyn Rothwell Wagner and Dana Brock); and (11) "Vygotsky in the Future: Technology as a Mediation Tool for Literacy Instruction" (Joe M. Peters). (RS)

ED 426 350 CS 013 359

Student Performance in Reading and Writing, Grade 4 and Student Performance in Reading Comprehension, Grade 3. Spring 1998. Colorado Student Assessment Program. 2nd Annual Report to the Colorado General Assembly.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DOCUMENT RESUME

ED 426 365 CS 013 374

NAEP 1992 Reading State Report for Idaho. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Idaho; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Idaho, 2,674 students in 115 public schools were assessed. This report describes the reading proficiency of Idaho fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Idaho on the NAEP reading scale was 221 compared to 216 nationwide. (SR)

ED 426 366 CS 013 375

NAEP 1992 Reading State Report for Indiana. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado,

DOCUMENT RESUME

ED 426 380 CS 013 389

NAEP 1992 Reading State Report for New Mexico. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Mexico; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In New Mexico, 2,382 students in 102 public schools were assessed. This report describes the reading proficiency of New Mexico fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in New Mexico on the NAEP reading scale was 212 compared to 216 nationwide. (CR)

ED 426 381 CS 013 390

NAEP 1992 Reading State Report for New York. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado,

DOCUMENT RESUME

ED 426 395 CS 013 404

NAEP 1992 Reading State Report for Wyoming. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *Wyoming

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Wyoming, 2,775 students in 148 public schools were assessed. This report describes the reading proficiency of Wyoming fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Wyoming on the NAEP reading scale was 224 compared to 216 nationwide. (CR)

ED 426 396 CS 013 405

NAEP 1992 Reading State Report for Guam. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 200p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado,

DOCUMENT RESUME

ED 426 416 CS 216 573

Beech, Jennifer
Rewriting the Social Body: What English Composition Programs Can Learn with the Language Poets.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; College Students; English Instruction; *Essays; Higher Education; *Literacy; Poetry; *Student Reaction; *Teacher Role; Writing Difficulties; *Writing Instruction; Writing Processes; Writing Skills

The job of teachers of composition is to teach students how to write, and what they teach them to write is the school essay. Yet, if they stop to see the school essay for what it really is, they will discover that for all their humanistic claims of wanting to give students voices, the genre is one that actually works to exclude many of these voices. Composition teachers need to examine the origin of the school essay, which lies in poetry. Although they use a different vocabulary, rhetoric and composition theorists and the Language poets share many of the same concerns about reading and writing as it is being used in the United States today. Even though the school essay is a completely artificial form of writing, it has come to represent intelligence and is what is demanded of college students. Often, when nonmainstream students are unable to immediately reproduce it, they are made to feel stupid, do poorly in their college writing courses, or even drop out of college. Both rhetoric and composition theorists and the Language poets contend that full consciousness for any writer is further hindered by the various discourse systems and ideologies under which writers are operating. The only way for composition teachers to change the language is to change the genre of the school essay, or at least expand it. They must refuse to accept only the writing that reproduces the dominant discourse. Only then can they expand their definitions of literacy. (Contains 15 references.) (CR)

ED 426 417 CS 509 949

Powney, Janet; Hall, Stuart
Closing the Loop: The Impact of Student Feedback on Students' Subsequent Learning. Research Report Series.
PUB DATE- 98
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Educational Practices; Educational Research; *Feedback; Foreign Countries; *Higher Education; *Student Attitudes; *Student Development
IDENTIFIERS- *United Kingdom

Higher education institutions in the United Kingdom (UK) use a variety of ways to collect views from students about the quality of their educational experiences and suggestions for improvements. A small-scale study, funded by Higher Education Quality Council (QAA), explored how this feedback contributes

DOCUMENT RESUME

ED 426 436 CS 509 971

Shue, Laura L.; Lacroix, Celeste
The Problem with Problem-Based Learning: Organizational Members Make Sense of Pedagogical Change in a Medical School Curriculum.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Comparative Analysis; *Educational Change; Higher Education; *Instructional Innovation; Interviews; *Medical Education; *Organizational Communication; Surveys
IDENTIFIERS- *Discourse Communities; *Problem Based Learning; Role Transition

A study explored some of the ways that the members of a medical educational institution make sense out of the radical pedagogical innovation taking place in their school. Interviews and focus groups were conducted with members at "MWCOM" (a pseudonym), then data were analyzed according to three primary themes which revolve around how organizational members make sense of the problem-based learning (PBL) program and the PBL students. First, how organizational members expressed their view that those enrolled in the PBL curriculum were afforded more organizational resources was explored. Then, organizational members' perceptions that the PBL students enjoyed a more positive quality of life than did their traditionally educated counterparts was examined. Finally, how organizational members related their perceptions that the PBL students were undergoing a positive role socialization with respect to their chosen profession was focused on. An aim of the study is to enrich understanding of the establishment of innovation within one of the most traditional educational institutions--medical education organizations. This study is situated squarely within the context of medical education, an institution which has few rivals in the system of social discourse which privileges medical knowledge above most other forms of knowledge. It is hoped that by providing a "real life," day-to-day picture of the exigencies inherent in accomplishing the PBL diffusion, this study can be of use to educators who wish to introduce innovative programs into educational systems with similar concerns. (Contains 34 references. An appendix gives the location and describes the population, support staff, faculty, and administration of "MWCOM.") (NKA)

ED 426 437 CS 509 972

Shue, Laura L.; Lacroix, Celeste
Teaching an Old System New Tricks: Organizational Members' Use of Metaphor To Make Sense of a Pedagogical Innovation.
PUB DATE- 98
NOTE- 43p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DOCUMENT RESUME

ED 426 455 EA 029 514

Beckham, Joseph
Meeting Legal Challenges. The School Leader's Library: Leading for Learning Series.
PUB DATE- 96
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Court Litigation; Courts; *Educational Legislation; *Educational Malpractice; Elementary Secondary Education; Government Role; *Legal Responsibility; *Legislation; Political Influences; *Public Education; Public Policy; Public Schools; *School Law
IDENTIFIERS- *Legal Information

This book focuses on the influence that law and politics have on the educational system. This is a newly emerging view of schools in an increasingly pluralistic, complex, and technological society. In such a context, an understanding of legal principles and how those principles affect educational practice is essential for the school leader not only to lead effectively, but also to limit the risk of legal liability. Compartmentalization of responsibility among local, state, and federal governments has created a structure of public education law that is a hybrid of statutory enactments, agency rules, administrative regulations, judicial interpretations, and judicial opinions. Under the heading of "site-based management" or "full-service schools," the current climate of education reform may require school leaders to assume greater responsibility for policies and operations. Chapter titles are as follows: (1) "Religious Neutrality in the School Setting"; (2) "The Content and Contest of Student Speech"; (3) "Reasonable Suspicion for a Search"; (4) "Educationally Sound Due Process"; (5) "Employee Discipline and Documentation"; (6) "Teacher Competency and Evaluation"; (7) "Employee Speech on Public Concerns"; (8) "Prohibited Discrimination"; (9) "Entitlements to Special Education"; and (10) "Reasonable Prudence and Risk Management." Endnotes follow each chapter. (Contains an index and a legal glossary.) (RIB)

ED 426 456 EA 029 515

Barnett, Bruce G.; Whitaker, Kathryn S.
Restructuring for Student Learning. The School Leader's Library: Leading for Learning Series.
PUB DATE- 96
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Problems; *Educational Change; Educational Psychology; Elementary Secondary Education; Leadership; School Business Relationship; School Community Relationship; *School Restructuring
IDENTIFIERS- Educational Criticism; *Educational Restructuring

DOCUMENT RESUME

ED 426 474 EA 029 569

Gonzales, Kathleen; Bogotch, Ira
High School Principals and Money Management.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Educational Finance; Financial Policy; Financial Problems; High Schools; *Money Management; *Principals; *Professional Autonomy; *Public Schools; School Funds

This study describes the managing of discretionary, school-generated monies by high school principals.. Principals (N=1303) in large, public high schools were asked about the policies and practices pertaining to the fiscal management of discretionary funds, like business partnerships, student activities, athletics, concessions, fundraising, and other funds that make up the "hidden economy" in public schools. The principals filled out a 76-item survey that explored their money-management skills, how confident they were in handling money, how much nondedicated monies actually passed through their schools every year, and what external factors influenced their practices of money management. Results show that almost half of the principals spent between 6-10 percent of their time on money management, with 90 percent having bookkeepers. Some 86 percent were authorized to sign checks; 99 percent had a role in purchasing; and 79 percent could enter into a contract with a vendor for goods and services. Findings also show that collaborative decision making with teachers and school-based management are important components in handling money. Principals in large districts were more affected by educational trends and were less likely to be compliant to hierarchical authority. (Contains 10 references.) (RJM)

ED 426 475 EA 029 572

Berends, Mark; Heilbrunn, Jodi; McKelvey, Christopher; Sullivan, Thomas
Monitoring the Progress of New American Schools: A Description of Implementing Schools in a Longitudinal Sample.
SPONS. AGENCY- New American Schools Development Corp.
PUB DATE- 98
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; *Longitudinal Studies; Program Descriptions; Program Evaluation; Program Implementation
IDENTIFIERS- *New American Schools

A private, nonprofit corporation, New American Schools (NAS) funds the development of designs aimed at transforming entire schools at the elementary and secondary levels. This report describes a large number of NAS sites in their early implementation stages. The report is the first in a series that monitors a longitudinal sample of schools implementing NAS designs. The schools' demographic and performance characteristics, prior to joining NAS, are described, followed

DOCUMENT RESUME

ED 426 493　　　　EA 029 593

Elementary and Secondary Education: Flexibility Initiatives Do Not Address Districts' Key Concerns about Federal Requirements. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Federal Programs; *Federal Regulation; Government Role; *Government School Relationship; *School District Autonomy; School Districts
IDENTIFIERS- *Flexibility (Attitude)

The Government Accounting Office (GAO) was asked to: (1) describe major federal requirements that affect school districts; (2) identify key issues school districts face in implementing these requirements; and (3) analyze the impact of the Department of Education's flexibility initiatives on school districts' ability to address these implementation issues. Some of school districts' key concerns lie beyond the scope of flexibility initiatives that have been implemented to date. Other concerns could be partially or fully addressed in the context of flexibility, although current initiatives are not targeting these issues. Findings suggest four lessons to be considered in refining existing federal initiatives and in designing new ones: (1) school districts' concerns are wide ranging rather than centered on a single program or issue; (2) school districts need adequate information to implement federal requirements and take advantage of flexibility options; (3) because states play a key role in overseeing and administering federal programs, state-education agencies must be able and willing to help school districts implement such programs; and (4) the Congress and Department of Education face potential conflicts between local officials' desire for flexibility and the important purposes underlying federal programs and mandates. Four appendices feature information on major federal laws and programs, funding for major Federal laws and programs, comments from the Department of Agriculture, and GAO contacts. (Contains 72 references.) (RJM)

ED 426 494　　　　EA 029 594

Shaw, Brian C.; Hyde, W. Brent
Sexual Harassment Law after the 1997-98 U.S. Supreme Court Term. School Boards Liability .
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Liberties; Compliance (Legal); *Court Litigation; Elementary Secondary Education; Higher Education; *Legal Responsibility; *Sexual Harassment
IDENTIFIERS- *Supreme Court

During its 1997-98 term, the U.S. Supreme Court decided four major sexual harassment cases. This article summarizes those cases' impact on the analytical framework governing school boards' liability of sexual harassment. The text opens with the issue of sexual harassment of employees by supervisors and two cases that established new standards governing an employer's

DOCUMENT RESUME

ED 426 513 EA 029 626

Waits, Mary Jo; Johnson, Ryan; Silverstein, Rustin
Phoenix Violence Prevention Initiative.
PUB DATE- 98
NOTE- 34p.; With assistance from Dennis Burke. Originally produced in poster format. For the Phase II report, see EA 029 627.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Crime; *Crime Prevention; Criminology; *Family Violence; *Homicide; *Violence
IDENTIFIERS- *Arizona

This report describes seven categories of violent crime in Phoenix, Arizona, and provides causes, facts, preventative programs, and lessons learned pertaining to each category of violence. The categories are: (1) prenatal and early childhood; (2) families; (3) individual youth; (4) schools; (5) neighborhood and community; (6) workplace; and (7) justice systems. The Phoenix Violence Prevention Initiative was prepared in response to crime statistics collected between 1986 and 1995. Although whites accounted for 86 percent of all serious arrests in Arizona, the proportion of arrests for violent and serious crimes committed by Hispanics during the last 10 years has exceeded the overall statewide proportion of Hispanics. Drug usage is involved in 56 percent of all arrests. Aggravated assault account for the largest number of violent crimes, while larceny and theft accounts for the largest number of serious property crime incidents. In Phoenix, most homicide victims knew their killers, and were of the same race or ethnicity as their killers. Blacks and Hispanics are disproportionally likely to be victims of homicide, and murders are most usually committed on Saturdays between the hours of 6:00 p.m. and 2:00 a.m. Of 205 homicides committed in Phoenix (Arizona), a recent study shows that 46 percent occurred in the street and 48 percent at home. Verbal disputes, mutual combat, domestic abuse, narcotics, gangs, and robbery were the most frequent causes of homicide in Phoenix in 1994 and 1996. (Contains 16 statistical tables and 18 references.) (RIB)

ED 426 514 EA 029 627

Waits, Mary Jo; Johnson, Ryan; Kornreich, Toby; Klym, Mark; Leland, Karen
Phoenix Violence Prevention Initiative, Phase II Report.
PUB DATE- 98
NOTE- 111p.; For Phase I report, see EA 029 626.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Antisocial Behavior; Crime; *Crime Prevention; Elementary Secondary Education; *Urban Education; Urban Improvement; *Urban Problems; *Urban Youth; *Violence
IDENTIFIERS- *Arizona (Phoenix)

In 1996, drawing from religious, educational, social services, media, neighborhoods, nonprofits, and health-providing sectors of the community, the Phoenix Violence Prevention Initiative (PVPI) was conceived. During Phase One of the initiative, the following seven points regarding prevention and prevention design strategies were assembled: (1) Violence prevention is

DOCUMENT RESUME

ED 426 532 EC 306 965

Case Management Services. Chapter 7.
PUB DATE- 96
NOTE- 42p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; *Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Homeless People; *Integrated Services; Mental Disorders; *Mental Health; Program Evaluation
IDENTIFIERS- *Case Management

This collection of papers presented at a 1996 conference on children's mental health focuses on case management services. Papers have the following titles and authors: (1) "Providing Intensive Child Case Management Services: What Do Case Managers Do with Their Time?" (Gail B. Werrbach and James Harrod); (2) "Outcome-Oriented Case Planning in Child and Family Services" (James J. Traglia and others); (3) "Systems Outcomes from Case Management for Children with Serious Emotional Disturbance" (Mary E. Evans and Thomas L. McNulty); (4) "Child and Family Outcomes from Intensive Case Management for Children with Serious Emotional Disturbance in New York State" (Steven Huz and others); (5) "Project SEED: Services Evaluation and Dissemination" (Mary I. Armstrong and others); and (6) "Effectiveness of Intensive Case Management for Homeless Adolescents after Twelve Months" (Charles J. Morgan and others). (Individual papers contain references.) (DB)

ED 426 533 EC 306 966

Models To Improve Service Delivery. Chapter 8.
PUB DATE- 96
NOTE- 69p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; Crisis Intervention; Deinstitutionalization (of Disabled); *Delivery Systems; Demonstration Programs; Elementary Secondary Education; *Emotional Disturbances; Hospitalized Children; Inclusive Schools; Intercultural Communication; Mental Disorders; *Mental Health; Minority Group Children; *Models; Outcomes of Treatment; Psychiatric Services; Residential Programs; Respite Care; Sex Differences; Suicide; Training; *Transitional Programs

This collection of papers presented at a 1996 conference on children's mental health focuses on models to improve service delivery. Papers have the following titles and authors: (1) "Empirical Evaluation of an Alternative to Hospitalization for Youth Presenting Psychiatric Emergencies" (Scott W. Henggeler); (2) "An Experimental Study of the Outcomes Associated with Three Crisis Intervention Programs for Children in Psychiatric Crisis and Their Families: Preliminary Findings" (Mary E. Evans

DOCUMENT RESUME

ED 426 552 EC 306 988

Chen, Deborah; Chan, Sam; Brekken, Linda; Lynch, Eleanor W.; Valverde, Aracelly
Project CRAFT: Culturally Responsive and Family Focused Training: A Learning Activities Guide.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Communication Skills; Course Content; *Cultural Differences; Curriculum Development; *Disabilities; Diversity (Student); Ethnic Groups; Family Involvement; *Inservice Education; *Inservice Teacher Education; Interpersonal Communication; *Learning Activities; Minority Groups; *Staff Development; Workshops
IDENTIFIERS- *California

This learning activities guide was developed as part of Project CRAFT (Culturally Responsive and Family Focused Training), an effort to train service providers in California in ways of working with young children (particularly those with disabilities) and their families from diverse cultural backgrounds. The learning activities are intended to be used to develop a 15- to 20-hour course, or as separate selected topics for workshops, or infused into other courses. Introductory material offers guidelines for course development such as a list of course competencies, recommended training materials, and assignments. The activities are organized into eight modules: (1) dynamics of difference; (2) cultural values; (3) child rearing practices; (4) communication styles; (5) working with interpreters; (6) building family/professional relationships; (7) effective assessment practices; and (8) effective intervention practices. Provided for most of the activities are information on topic, activity name, time requirements, necessary supplies, objectives, key points, outline, and procedures. Appended are some suggested tools, including a needs assessment and course/workshop evaluation forms and resource lists for print training materials, video training materials, and children's books. (Individual activity outlines contain references.) (DB)

ED 426 553 EC 306 989

Schrag, Judy A.
Coordinated Services Planning. Final Report. Year 5 Deliverable #6-5-4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Educational Policy; Elementary Secondary Education; Individualized Education Programs; Individualized Family Service Plans;

ED 426 571 EF 005 134

Hardt, Richard W.; Wisniewski, John, Ed.; Horner, Kirk C.; Ficklen, Ellen, Ed.; Ward, Anne W.
Technology & School Design: Creating Spaces for Learning.
PUB DATE- 98
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bond Issues; Decision Making; *Educational Facilities Design; Educational Planning; *Educational Technology; Elementary Secondary Education; Guidelines; *Long Range Planning; *Public Schools; *Space Utilization; *State School District Relationship
IDENTIFIERS- Architect Role; Marketing Strategies; *Technology Integration

Schools facing deteriorating conditions, high costs, and outdated building designs are tapping into the special capabilities of information technology to address the learning needs of their students. This book guides school leaders through school facility planning and technology systems planning, describing the importance of long-range planning and revealing the decision-making faced by some school leaders who have led successful facility design efforts. It recommends a seven-step process that distinguishes what facilities a school district needs and how to gain community support. The book also examines how to select an architectural firm and how to work with it to create educational specifications and building designs that accommodate technology use, including the design of technology-rich spaces such as media centers. Concluding chapters define the infrastructure options school leaders can choose from, and examine the step-by-step approach of a bond issue campaign a school district may need to fund new and remodeled facilities. A list of recommended resources, glossaries of architectural and technology infrastructure terms, and National School Boards Association's publications and ordering forms are provided. (GR)

ED 426 572 EF 005 137

Stewart, G. Kent
Options for Improving Rural School Facilities. Updated June 6, 1998.
PUB DATE- 98
NOTE- 24p.; Originally prepared April 10, 1998, for the Invitational Conference on Rural School Facilities, Appalachia Educational Laboratory (Kansas City, MO, May 1-2, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Building Operation; *Educational Facilities Improvement; Elementary Secondary Education; Long Range Planning; Marketing; *Public Schools; *Rural Schools; *School Closing; School Maintenance; School Organization

Many options exist for improving rural school facilities, among which are questions of school closure versus modernization or replacement. This report addresses the question of the future of the community rural school and how communities, school

DOCUMENT RESUME

ED 426 596 FL 025 640

Hough, David A.
Teachers and Students as Ethnographers.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Japan Association for Language Teaching (24th, Omiya, Japan, November 20-23, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; College Faculty; College Students; Cultural Pluralism; *English (Second Language); *Ethnography; Foreign Countries; Higher Education; *Intercultural Communication; Learning Processes; *Personal Narratives; Program Descriptions; Second Language Instruction; *Teacher Student Relationship
IDENTIFIERS- Freire (Paulo); Japan; Luria (A R); Shor (Ira); Vygotsky (Lev S)

This paper describes a technique for English-as-a-Second-Language teaching that has students and teachers sharing personal narratives, developed using ethnographic research techniques, as a classroom exercise. The technique, used in a higher education institution in Japan, is presented as a work-in-progress to those who are interested in intercultural communication and multiculturalism issues and in how cultural differences in communication and learning styles can be used to create new practices of learning. Influenced by the sociohistorical psychology of Lev Vygotsky and A. R. Luria, the liberation pedagogy of Paolo Freire, and the critical pedagogy of Ira Shor, the approach assumes that learning can best take place in group environments where students and teachers are encouraged to work together to share their social histories and build their own programs of learning. (Contains 20 references.) (MSE)

ED 426 597 FL 025 641

Ozolins, Uldis
Interpreting and Translating in Australia: Current Issues and International Comparisons.
PUB DATE- 98
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Cultural Pluralism; Foreign Countries; Higher Education; *Immigrants; *Interpreters; Interpretive Skills; Occupational Information; Policy Formation; Professional Education; *Public Policy; Second Language Instruction; Second Languages; *Translation; Trend Analysis
IDENTIFIERS- *Australia

This report describes the role and status of interpreting and translation (I/T) training and services in Australia and examines a number of issues that relate to policy formation and service provision. It first describes the context for I/T service needs in Australia, then outlines the history and structure of the field in that country, including the relationship between I/T and Australian language policy,

ED 426 619 FL 025 676

Brumfit, Ann; Hikmany, H. R. H.
Secondary English Language Orientation Project: Ministry of Education, Zanzibar. Final Evaluation Report.
SPONS. AGENCY- Aga Khan Foundation, Geneva (Switzerland).; Department for International Development, London (England).; European Commission, Brussels (Belgium).; Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Environment; Developing Nations; *English (Second Language); Foreign Countries; *Inservice Teacher Education; *Instructional Materials; Language of Instruction; *Material Development; Program Evaluation; Second Language Programs; Secondary Education; Teacher Attitudes; Teacher Role
IDENTIFIERS- *Zanzibar

This report evaluates Zanzibar's Secondary English Language Orientation Project, whose objective is to produce curriculum-based instructional materials in simple English to cover one academic year in preparation for English-medium secondary education. An associated program of teacher training was also examined. The evaluation investigated the extent to which the materials fulfilled the aim of promoting process-based and interactive learning. The materials are commended for their clarity, simplicity, and general appropriateness, but there are reservations about some aspects of the learning that they presuppose. The impact of in-service training has not yet been internally evaluated, but project structures were judged to be sound and to provide an adequate basis for future development. There was some evidence of change in patterns of classroom interaction, with a shift towards a new, more facilitative role for classroom teachers of all subjects, but many teachers' skills were affected a lack of confidence in the language, and some weaknesses in methodology are identified. While the teacher training program has been successful in producing changes in classroom climate, other opportunities for local capacity-building have not always been optimized within this project. Project data and other documentation are appended. (MSE)

ED 426 620 FL 025 677

Tella, Seppo; Mononen-Aaltonen, Marja
Developing Dialogic Communication Culture in Media Education: Integrating Dialogism and Technology. Media Education Publication 7.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 98
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Educational Research; Educational Strategies; *Educational Technology; Foreign Countries; *Intercultural Communication; Junior High Schools; Language Research; *Online Systems; Second Language Instruction; *Second Languages

This book provides a review of literature and discussion of disincentives to influence the behavior of those seeking to receive the resources. Four models within the scope of the passive approach (demographic, incremental, profile/enrollment-driven formula funding, and specific-purpose funding) and four models within the scope of the active approach (performance funding, vouchers, competitive bidding, and commercialization) were explained. The relative use of the active and passive approaches to resource allocation by state and territory VET systems was examined, and the concurrent organizational, financial, industrial, and informational changes that would be required to make greater use of active approaches to resource allocation were discussed. (Contains 26 references) (MN)

ED 426 179 CE 075 521

Long, Mike
Perceptions of Improvement in Job Performance by Participants in Training Courses: Results from the 1993 Survey of Training and Education. Working Paper No. 11.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Office of Training and Further Education (OTF) Vocational Education and Training (VET) Research Interest Group (May 24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Corporate Education; *Education Work Relationship; Foreign Countries; *Industrial Training; *Job Performance; Outcomes of Education; *Participant Satisfaction; Postsecondary Education; Predictor Variables; *Vocational Education
IDENTIFIERS- *Australia

The relationship between job performance and participation in training courses was examined through a survey of 15,570 individuals who represented those members of the 24,500-member labor force component of the Australian Bureau of Statistics 1993 Survey of Training and Education (STE) who had been employees at some time during the 12 months before the survey. Collectively, the 15,570 individuals interviewed had undertaken 12,744 in-house training courses, and 1,709 had undertaken a total of 2,929 external training courses. Most participants in in-house and external training (85.4% and 84.8%, respectively) stated that training has improved their job performance. Only 6.8% of in-house training participants and 6.0% of external training participants stated that training had not improved their job performance and did not expect that it would. The perception that training improves job performance was slightly higher among females than males and consistently higher among individuals who had completed secondary school or undertaken some postsecondary education than among individuals who had not completed secondary school. Laborers and related workers were significantly less likely to credit training with improving their job performance. Although 24.1% of private sector employees participated in training versus 50.5% of public sector employees, no indication of training saturation was found. (MN)

ED 426 180 CE 075 522

Anderson, Damon
Reading the Market. A Review of Literature on the Vocational Education and Training Market in Australia.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Classroom Techniques; Curriculum Guides; *High School Equivalency Programs; Higher Education; Holistic Approach; Learning Activities; Lesson Plans; *Literacy Education; Partnerships in Education; School Business Relationship; *Spanish Speaking; Student Centered Curriculum; Teaching Guides; *Test Coaching; *Test Wiseness; Unions; *Workplace Literacy
IDENTIFIERS- *General Educational Development Tests

This curriculum guide was developed as part of the Worker Education Program for workers in the garment industry. The program was jointly developed by the workers, their employer, their union, and Northeastern Illinois University. It contains the materials required to teach a course to help Spanish-speaking individuals pass the General Educational Development (GED) examination in Spanish. Included in the guide are the following: discussion of the worker-centered, holistic philosophy underpinning the GED preparation course; explanation of the GED examination's format and explanation of techniques for planning lessons for the test preparation course (problem posing, the language experience approach, the cluster method, and use of realia and photographs); 12 ideas for learner-centered activities; tips to help teachers prepare learners for the GED examination; overall goal of the GED preparation course and 60 objectives specifically related to mathematics, reading and writing, social studies, and science; and a lesson plan correlating each of the 60 objectives with learning activities and instructional materials. (Contains a bibliography that lists 4 general publications on literacy education and 52 publications on preparing for the Spanish version of the GED examination.) (MN)

ED 426 198 CE 077 625

Estes, Florence S.
Interpersonal Communications Curriculum. Claretian Medical Center for the Worker Education Program of Northeastern Illinois University, Chicago Teacher's Center.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Assertiveness; Basic Skills; Behavioral Objectives; Communication Problems; *Communication Skills; Cultural Differences; Higher Education; *Interpersonal Competence; Learning Activities; Lesson Plans; *Listening Skills; *Literacy Education; Partnerships in Education; Social Behavior; *Speech Skills; Student Centered Curriculum; Teaching Guides; Work Environment; *Workplace Literacy

This teaching guide contains the materials required to teach a 6-week course in interpersonal communications that was developed for the workers of a Chicago medical center through a partnership involving the medical center, its employees, their union, and Northeastern Illinois University. Based on the student-centered philosophy of teaching, the curriculum includes six 2-hour lessons focused on developing basic speaking and listening skills and learning to distinguish between aggressive, assertive, and passive communication and technology education course. Their achievement gain was measured with an identical posttest after completion of the course. The analysis of covariance was used to compare the three different instructional settings based on students' achievement gains as measured by the pretest-posttest instrument. A total of 160 seventh-grade industrial technology education students from a Midwest school district comprised the sample: 67 students from the middle school with the traditional laboratory, 65 middle school students from the modular school, and 30 seventh graders from the school with a contemporary laboratory. Findings indicated the following: overall there was no significant gain from the industrial technology education course; seventh-grade students who received instruction in the contemporary industrial technology education laboratory posted an achievement gain of 11.5 percent; contemporary laboratory instruction also provided significantly better achievement than modular technology education in the areas of general industrial technology education knowledge, drafting technology, manufacturing processes, construction technology, and power/energy. Appendixes contain 8 tables. (Contains 12 references.) (YLB)

ED 426 216 CE 077 820

Schultz, Andrew E.
Recall and Recognition in Industrial Technology Education
  Students.
PUB DATE- 98
NOTE- 13p.; Paper presented at the American Vocational
  Association Convention (New Orleans, LA, December 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Cognitive Style; Elementary
  Education; *Elementary School Teachers; Institutes (Training
  Programs); Intuition; Learning Processes; Personality; *Recall
  (Psychology); *Recognition (Psychology); Sensory Experience;
  Summer Programs; *Technology Education

A study determined whether sensate and intuitive learners differed in their capacity to recall and recognize images given two different times of exposure. The 158 subjects--elementary school technology teachers in Southern California--put themselves into 2 groups of 80 and 78 by registering for a first or second session of the Elementary Summer Technology Training Institute. Three images from three categories were developed: men's faces, animal faces, and letters of the alphabet. Nine equal-sized posters using three of the images, one from each category, were hung in the student cafeteria for three (first session) or four (second session) consecutive days. On these days, subjects ate three meals in this facility. Those in the 3-day exposure period were exposed to the images for about 8 hours, those in the 4-day exposure period for about 12 hours. After each exposure period, the images were removed. Subjects were administered the Myers Briggs Type Indicator. A week later, a questionnaire was distributed that probed the extent to which sensate and intuitive subjects were able to recall and recognize those images. Data analysis revealed that, although sensate subjects in the 8-hour group were significantly less able to recall these images than the intuitive subjects, they were able to recall the same number of images after 12 hours of exposure. There were no significant differences, however, between intuitive and sensate subjects in their ability to recognized over 8 or 12 hours of exposure.

effective career choices; use technology (processes, tools, and techniques) effectively and efficiently; apply and reinforce learning developed in other subject areas; and prepare for entry into the workplace or further learning. The CTS curriculum is organized into 22 strands (subject areas), each strand containing 8-41 courses. This manual provides information on implementing a CTS program. Its 13 sections cover the following: (1) program overview; (2) curriculum structure; (3) key features of CTS; (4) curriculum documents and other materials; (5) developing an implementation plan; (6) CTS in junior high school; (7) CTS in senior high school; (8) selecting and using learning resources; (9) integrating career-related learning; (10) integrating technology outcomes; (11) strategies for instruction in CTS; (12) assessing student achievement; and (13) funding for CTS. The manual also includes charts and forms needed for the program and five appendixes: marketing CTS, defining CTS learning environments, addressing health and safety in CTS, strategies for instruction in CTS, and planning ahead--CTS transitions into postsecondary education and the workplace. (KC)

ED 426 237 CE 077 896

Bridges to Practice. A Research-Based Guide for Literacy Practitioners Serving Adults with Learning Disabilities.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 99
NOTE- 1083p.
LANGUAGE- English
EDRS Price- MF08/PC44 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Literacy; Beginning Reading; Case Studies; *Classroom Techniques; Compliance (Legal); Curriculum Development; Definitions; Diagnostic Tests; *Educational Diagnosis; Educational Environment; Educational Research; Educational Resources; Instructional Development; Instructional Materials; *Learning Disabilities; Learning Processes; Legal Responsibility; *Literacy Education; Media Selection; Models; Professional Development; Screening Tests; Student Evaluation; Teacher Student Relationship; Teaching Methods; Team Teaching; *Theory Practice Relationship; Tutoring; Worksheets

These five guidebooks are designed for literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook answers specific questions such as handling legal issues, screening for learning disabilities, selecting curriculum options, using effective instructional methods, and creating professional development opportunities. The following items are appended to the various guidebooks: glossary and important definitions of learning disabilities (guidebook 1); report cards on selected screening instruments, list of inappropriate instruments for screening for learning disabilities in adults, and discussion of reliability and validity (guidebook 2); report cards on instructional materials (guidebook 3); characteristics of the strategies instructional model and discussion of the role of phonological awareness in learning to read (guidebook 4); and needs assessment instruments, presenter notes, graphic organizers, case studies, and worksheets (guidebook 5). The guidebooks contain a total of 542 references. (MN) helpers in full-service and fast food restaurants. The curriculum consists of five lessons targeted toward high intermediate to advanced nonnative speakers who work in peripheral hotel food service jobs and have limited but important contact with hotel guests. Each lesson contains some or all of the following: lesson plan detailing lesson objectives and the step-by-step procedures entailed in conducting the lesson activities; learning activities; student handouts; teacher's suggestion page(s); and narrative for teachers to read to their class. Topics covered in the five lessons are as follows: favorite restaurants; proper demeanor of a restaurant helper; good image and polite language; a birthday meal at a fast service restaurant (the deli menu and food orders, ordering food when dietary restrictions are an issue, and creating and practicing dialogues); and an anniversary meal at a full-service restaurant (special meals, the menu, creating dialogues). Appended are the following: guidelines for teaching vocabulary and spelling; optional activity devoted to image, impression, reputation, and polite language; "chunking" activities to aid reading and speaking; and technique for teaching words of frequency. (MN)

ED 426 254 CE 077 934

Working Hands and Active Minds. The Voices of Workers. An Anthology of Participant Writings from the Worker Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 78p.; For "Worker Education Program" guides, see CE 077 952-953.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Anthologies; Asian Americans; Education Work Relationship; Educational Attitudes; Essays; Hispanic Americans; Immigrants; Journal Writing; *Literacy Education; *Needle Trades; Partnerships in Education; Poetry; School Business Relationship; *Student Attitudes; *Student Publications; Unions; Work Attitudes; *Workplace Literacy

This document is an anthology of participant writings from the Worker Education Program, which is a holistic workplace literacy program developed through a partnership among Northeastern Illinois University (NIU) and the Amalgamated Clothing and Textiles Workers Union (ACTWU). The document begins with a brief overview of the Worker Education Program and background information on NIU and the ACTWU and their efforts in the area of workplace literacy. Next, the writings--mostly poems, essays, and journal entries--of the Worker Education Program's participants are presented. The writings are organized by the following themes: working for a living (79 pieces); life outside the workplace (45 pieces); the Worker Education Program and the opportunities for learning that it provides (79 pieces); work and labor--past and future (30 pieces); and the immigrant experience (29 pieces). Most writings are in English; however, a few pieces are in Spanish. Concluding the document is a list of the 13 companies participating in the Worker Education Program. (MN)

ED 426 255 CE 077 937

Language & Communication Skills Curriculum Binder. Workplace

Skills; Cognitive Style; Curriculum Development; Demography; Educational Research; Enrollment; Individualized Instruction; *Lifelong Learning; *Literacy Education; Models; Needs Assessment; Outcomes of Education; Partnerships in Education; Pretests Posttests; *Program Implementation; Questionnaires; Records (Forms); Recruitment; Remedial Instruction; School Business Relationship; School Holding Power; Student Evaluation; Technical Institutes; Two Year Colleges; *Workplace Literacy

This document presents a model for implementing workplace literacy education that focuses on giving front-line workers or first-line workers basic skills instruction and an appreciation for lifelong learning. The introduction presents background information on the model, which was developed during a partnership between a technical college and an adult education center and two area businesses for the purpose of meeting each business's specific needs: prepare employees for technical changes in the workplace and interdepartmental cross-training; upgrade employees' basic communication and math skills; introduce employees to computer skills and team-building skills; and provide the remedial instruction workers need to attain to pursue additional education. The remainder of the document examines the following components of the model: needs assessment; curriculum development; recruitment and retention; and evaluation of the program on four levels (customer satisfaction, participants' learning gains, participants' behavior change; and the program's organizational impact). Appendixes constituting approximately 70% of the document contain the survey instruments, forms, interview schedules, and pretests/posttests developed for the project's needs assessment, curriculum development, and evaluation phases. Also included are a paper, "Learning Style Inventories: What Can They Tell Us about Developing Workplace Literacy Programs?" (Chris L. Walsh), and a resource list that contains 38 references. (MN)

ED 426 271 CE 077 959

Smart Talk for Growing Communities: Meeting the Challenges of Growth and Development. A Guide for Public Dialogue and Problem Solving and The Busy Citizen's Guide for Public Dialogue and Problem Solving.

PUB DATE- 98

NOTE- 82p.; A publication of the Congressional Exchange project.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Adult Programs; Annotated Bibliographies; *Citizen Participation; *Community Action; *Community Development; Community Organizations; Community Programs; Discussion Groups; Group Discussion; Group Dynamics; Information Sources; Internet; Leaders Guides; National Organizations; Nonprofit Organizations; *Problem Solving; Program Implementation; Public Agencies; Resource Materials; Strategic Planning; World Wide Web

IDENTIFIERS- *Facilitators; *Study Circles

This facilitator's guide explains how to lead a series of five sessions (study circles) designed to foster public dialogue and problem solving among citizens interested in meeting the challenges of community growth and development. The document begins with an introduction to the concept of study circles topics are addressed: (1) covered employment; (2) exemptions; (3) hours worked; (4) board, lodging, and other facilities, tips and wages; (5) overtime pay; (6) employment relationships; (7) subminimum wages; (8) recordkeeping, subminimum wage certificates; (9) definitions; (10) applications; (11) federal child labor regulations; and (12) cooperative vocational education and the law. (KC)

ED 426 290 CE 078 007

Kisner, Mary J.
The Stages of Vocational/Academic Integration for Vocational Educators. Tip Sheet #5.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Curriculum Development; *Integrated Curriculum; Secondary Education; Teacher Collaboration; *Teacher Responsibility; *Teacher Role; *Vocational Education; *Vocational Education Teachers

This brief suggests that vocational educators may be unclear as to whether they have accomplished integration of vocational and academic education because of the multistage nature of the process. The three stages suggest a continuum of professional growth, as vocational and academic educators first become aware of limitations of the status quo, begin to explore ways to enhance their own curriculum content, and finally move into integrated planning and teaching. Although academic educators are applauded for working through the first two stages, vocational educators must begin exploring the process to be ready for collaborative efforts at the same time as the academic educators. The first stage of integration is one of awareness. Vocational teachers must begin to recognize the limitations of teaching only a trade skill, when workplace needs have changed. In the second stage, teachers begin to experiment with curriculum-enhancement techniques. Vocational teachers must begin expanding their trade-specific content to include academic content and process skills. Stage three involves collaboration and planning between vocational and academic teachers. Vocational educators must initiate this process, since vocational programs are most at risk. This stage can be accomplished by following three steps: become familiar with the materials the academic teachers use; reach out to the academic teachers; and begin building partnerships with academic teachers by offering materials, demonstrations, and student exchanges. (YLB)

ED 426 291 CE 078 009

Kisner, Mary J.; Liggett, David R.
Asking the Right Questions: Interview Tips To Find the Vocational Teachers of the Future. Tip Sheet #9.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

designed to address key skills necessary in today's high performance workplace. The module is intended to meet the learning needs of production workers who may have limited basic skills or literacy. This module, which addresses conflict resolution, focuses on helping employees understand the value of good interpersonal relationships and how to facilitate a win-win team atmosphere in the workplace. Workers using the module receive practical hints and learn strategies for handling workplace conflicts in constructive and creative ways. Workers and supervisors can be helped to become partners in creating a new workplace community in which conflicts can be resolved, managed, and transformed to the benefit of the company and its employees. This module contains six 1-1/2 hour lessons that cover the following topics: (1) identifying workplace conflicts and ways of resolving them; (2) developing a win-win attitude; (3) tools for conflict resolution; (4) how to have a fair fight; (5) managing the conflicts within; and (6) conflicts: heading 'em off at the pass. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that includes lessons on getting along with co-workers. (KC)

ED 426 309 CE 078 644

Speaking Clearly: Improving Pronunciation. JobLink Winning at Work Instructor's Manual, Module 9.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 157p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Consonants; Learning Activities; Learning Modules; Learning Strategies; Lesson Plans; *Literacy Education; Pretests Posttests; *Pronunciation; Skill Development; Speech Communication; Supervisory Training; Teaching Guides; *Vowels; *Workplace Literacy

This instructor's manual for workplace trainers contains the materials required to conduct a course on improving pronunciation. The course includes six lessons for workers, two lessons for supervisors, and strategies for helping workers continue to develop the skills taught in the course. The following materials are provided for each course: lesson plan, learning activities based on real-life situations, handouts, assessments (including pretests and posttests), and transparencies. Each lesson plan contains objectives, a list of materials needed, classroom setup information, and detailed instructions for conducting all activities. Topics of the lessons are as follows: vowels; the vowel "i"; word stress--two syllable patterns; sentence stress and rhythm; the "th" sound; and more consonants. (MN)

ED 426 310 CE 078 645

Math Basics: Building a Foundation. JobLink Winning at Work Instructor's Manual, Module 10.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

communication and links to related information. Using the Internet to enhance test interpretation is the focus of this paper. A review of potential Internet applications in test interpretations is provided. One important advantage of using the Internet as a test interpretation resource is the ease with which the interpretive data can be kept current. Client preparation for test interpretation, generalized test interpretation, specific test interpretation, and supervision are covered. All of these applications can be accomplished with technology that is currently available. Computer-based test interpretation, two-way videoconferencing, moderated list servers, moderated computer conference, and follow-up resource links are potentially powerful features of the Internet available to test users. Issues discussed associated with Internet use in test interpretation include inappropriate use of counselor-mediated assessment, relationship issues, ethical issues, credentialing, and counselor training. Given the general direction of change, it would seem wise to experiment with appropriate applications of this technology and proactively deal with potential limitations while there is still time to shape the early adoption of the Internet in testing. (EMK)

ED 426 330 CG 029 014

Lee, Courtland C.
Assessing Diverse Populations.
PUB DATE- 98
NOTE- 9p.; Paper presented at the ERIC Clearinghouse on Counseling and Student Services Conference: "Assessment '98: Assessment for Change-Changes in Assessment" (St. Petersburg, FL, January 16-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Cultural Pluralism; Test Bias; *Test Interpretation; Test Use; Testing
IDENTIFIERS- *Diversity (Groups)

This keynote address begins with examples that underscore how profoundly the issues of multiculturalism and diversity impact the consciousness of society at the end of the 20th century. Changes in assessment that can lead to assessment for change in a culturally diverse society are based on the ideas that "assessment as a process must be considered within a cultural context," and "the basis for understanding the cultural context is the concept of the worldview." Because of differences in aspects of worldviews such as language, people present their personalities, cognitive abilities, interests and other psychoeducational constructs differently. Examples from two different people's lives are given to illustrate the dynamics of language, kinship, religion/spirituality, roles and status, sex role socialization, learning style, and attitudinal orientation, and to illustrate environmental factors such as racism, sexism, economic disadvantage at work in their lives. Failure to take such dynamics into account could impact the assessment process and the interpretation of assessment information. Seven changes in assessment are proposed if assessment is to be used for change. (EMK)

ED 426 331 CG 029 015

Herr, Edwin L.
Assessment '98: A Hotbed of Issues and Challenges.

DESCRIPTORS- Elementary Education; Grade 3; Grade 4; *Reading Achievement; *Reading Comprehension; State Surveys; *Writing Achievement
IDENTIFIERS- *Colorado; Colorado Student Assessment Program

This report describes student performance in third grade Reading Comprehension and fourth grade Reading and Writing from the spring 1998 administration of the Colorado Student Assessment Program (CSAP). In this second administration of CSAP, all third and fourth grade students in Colorado were accounted for. The report provides policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's third and fourth grade students relative to the State Model Content Standards in third grade Reading Comprehension and fourth grade Reading and Writing. The report presents results from the first assessment of third grade Reading Comprehension and the second assessment of fourth grade Reading and Writing. Between March 1 and March 26, 1998, 52,373 third grade students in Colorado were assessed in Reading Comprehension; 52,065 fourth grade students were assessed in Reading; and 52,023 fourth graders were assessed in Writing. Part 1 of the report summarizes student performance in third Grade Reading Comprehension, Part 2 summarizes student performance in fourth grade Reading, and Part 3 summarizes student performance in fourth grade Writing. Results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Summary results of student performance for each school district and student performance by school socioeconomic classification are also provided. (Contains 28 tables and 3 figures of data; appendixes contain performance level descriptors for grade three Reading, grade 4 Reading, and grade 4 Writing.) (RS)

ED 426 351 CS 013 360

Shannon, Patrick
Reading Poverty.
PUB DATE- 98
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economically Disadvantaged; Educational Change; Elementary Secondary Education; National Standards; Politics of Education; *Poverty; *Reading; *Reading Instruction; School Business Relationship; *Social Environment; Socioeconomic Status

The central purpose of this book is to challenge current social constructions of poverty, reading education, and the putative relationship between the two. It explores how official and popular representations of poverty are bound to specific historical, social, and economic conditions of their own production. The book offers four stances of reading poverty: the first interrogates the official construction of poverty; the second explains how various representations of the causes of poverty demonstrate the ideological positions and political intentions of their proponents; the third reverses the connotation of the double-entendre of the book's title to explore the poverty of reading practices in American schools; and the fourth presents the need to retheorize poverty and school reading practices in the post-industrial democracy. After a preface and an introduction, chapters in the book are: (1) This Train Don't Carry No Shirkers...Reading Bill Clinton; (2) Them That's Not Shall Lose: Reading Official Poverty in America?; (3) If It Wasn't for Bad Luck: Reading the Causes of

see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Indiana; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Indiana, 2,535 students in 104 public schools were assessed. This report describes the reading proficiency of Indiana fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Indiana on the NAEP reading scale was 222 compared to 216 nationwide. (SR)

ED 426 367 CS 013 376

NAEP 1992 Reading State Report for Iowa. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student

see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New York; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In New York, 2,285 students in 93 public schools were assessed. This report describes the reading proficiency of New York fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in New York on the NAEP reading scale was 216 compared to 216 nationwide. (CR)

ED 426 382 CS 013 391

NAEP 1992 Reading State Report for North Carolina. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results

see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Guam; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Guam, 2,029 students in 21 public schools were assessed. This report describes the reading proficiency of Guam fourth-graders and compares their overall performance to students in the United States (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Guam on the NAEP reading scale was 183 compared to 216 nationwide. (CR)

ED 426 397 CS 216 548

Lewis, Richard, Ed.
Writings on the Imagination.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Creative Thinking; Fantasy; Higher Education; *Imagery; *Imagination; Language Arts; Learning Strategies; Leisure Time; *Metaphors; Writing Attitudes; Writing (Composition); Writing Instruction; Writing Skills

This second issue of a new journal presents six essays all on the theme of the imagination. New programming at the Touchstone Center has begun to focus on the importance of finding new forums for reflecting upon the place of the imagination in people's lives. The essays in this issue come from presenters in recent public lectures and workshops sponsored by the to enhancing subsequent performance. Drawing mainly on practices in two particular institutions, findings show that, although there might be long term benefits in amending educational provision in response to student comment, no direct links can be made between feedback and enhanced learning. Feedback is most likely to focus on improving "teaching" (mostly lecturing) and educational facilities, and scant attention is paid to students' development of their learning strategies. Students are not always informed of any consequences of their feedback; moreover, examples from various universities in the UK show that there is still a problem in making links between student feedback, staff reactions and actions, and staff feedback to students. (Contains 20 references and a figure. Appendixes contain the research evidence, including 2 tables of data; and lists teaching methods identified by T. Bourner and S. Flowers in 1997.) (NKA)

ED 426 418 CS 509 950

Thompson, Marceline; Pledger, Linda
Cooperative Learning versus Traditional Lecture Format: A Preliminary Study.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Classroom Techniques; Comparative Analysis; *Cooperative Learning; Higher Education; *Instructional Effectiveness; Learning Processes; *Lecture Method; Small Group Instruction
IDENTIFIERS- *Jigsaw Method

The purpose of this study was to conduct a preliminary examination of the efficacy of two teaching methodologies: traditional lecture versus cooperative learning. A sample of 50 students was taken from a mid-size, southern, metropolitan university. The subjects were divided into 2 groups: 27 who learned course material via the traditional lecture format and 23 students who learned course material via cooperative learning technique called "Jigsaw." The results failed to document any significant differences in the scores of students taught by the lecture method versus students taught by Jigsaw. (Contains 41 references.) (Author/CR)

ED 426 419 CS 509 951

Smitter, Amy
Leadership Programs across the Campus: Who's Teaching What from Where? The Student Affairs-Administered Program.
PUB DATE- 98
NOTE- 4p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Higher Education; *Leadership Qualities; *Leadership Training; Program Descriptions; Student College Relationship; *Student

DESCRIPTORS- Communication Research; Educational Innovation; Ethnography; Interviews; *Medical Education; *Metaphors; *Organizational Communication
IDENTIFIERS- *Organizational Culture; Problem Based Learning; Thematic Analysis

Medical education is undergoing one of its most intense reassessments in a quarter of a century. The current reassessments often have focused on reevaluation of the manner in which basic science and clinical education are provided. This paper aims to identify and illustrate the processes by which members of "MWCOM" (a pseudonym), a medical educational institution, make sense of the pedagogical innovation taking place. The paper provides a descriptive/thematic analysis that lays the foundation for future work which directs attention to the complex and shifting power relationships embedded within the MWCOM culture during the implementation period of this particular innovation diffusion process. Discussing the data from an ethnographic study--a collection of interviews with 18 administrators and faculty members at MWCOM--the paper notes a dramatic emergence of the use of metaphor in the organizational members' narratives and the subsequent use of metaphoric analysis to consider the data. According to the paper, the primary metaphor to emerge from the interview transcripts was "family," with the two strong subthemes of "double bind" and "entropy." The paper discusses in detail these themes and their application by MWCOM members. The paper concludes that it is only by studying how the MWCOM members construct their perceptions of organizational life that the "critical next step" can be taken toward forging a more meaningful look at the often politically charged meaning systems that stifle some organizational members while privileging others. (Contains 65 references. Appendix A provides the interview schedule, and Appendix B presents "Foucault's Ideas on the Micro Processes of Discipline." (NKA)

ED 426 438 CS 509 974

Blezek, Wendy C.
The Grad Student: Organizational Socialization of a Participant-Observer's Experience in Ethnography.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Ethnography; Graduate Students; Higher Education; Interpersonal Relationship; *Jews; *Religion; Religious Differences; *Religious Organizations; *Socialization; *Student Participation
IDENTIFIERS- *Social Acceptance

This case study documents time spent as a graduate student/participant-observer with the members of a campus organization for Jewish students. Findings are framed according to the phases of organizational socialization from anticipated differences through experiences that resulted in the acceptance of the newcomer. The study examines the socialization process in terms of acceptance in a group where the newcomer cannot become a full-fledged member without changing religion. Recommendations for further pedagogical assignments of this nature are offered. (Contains 19 references.) (Author/CR)

This book focuses on educational restructuring; particularly the crucial legal factors that affect school restructuring. Chapter 1, "Restructuring, Student Learning, and Change," contains descriptions and cautions about restructuring and alerts educators to possible challenges and opportunities that could be experienced when attempting reform. Chapter 2, "Current Context of Restructuring Efforts in the United States," provides a description of the social, economic, and political factors influencing the educational system, by looking at external forces and internal factors. Chapter 3, "Development of a Foundation for Restructuring," examines the major theoretical perspectives in human psychology underlying the restructuring movement. Chapter 4, "Defining Outcomes for Curriculum, Instruction, and Assessment," focuses on the practical concerns of how restructuring affects the core technology of schools. The authors suggest that educators initiate a visionary approach for desired student outcomes. Chapter 5, "Altering School Structures To Build Collaborative Cultures," addresses the importance of designing meaningful relationships within internal and external components of the learning community. Chapter 6, "Putting It All Together," is an annotated bibliography that summarizes recent key resources on restructuring. Resource manuals, video tapes, audio tapes, and textbooks are included. References follow each chapter. (RIB)

ED 426 457 EA 029 519

Van Dunk, Emily
Choice School Accountability: A Consensus of Views in Ohio and Wisconsin.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 47p.; "With David G. Meissner and Jeffrey C. Browne." Funding also provided by the Faye McBeath Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Educational Vouchers; Elementary Secondary Education; Interviews; Private Schools; Program Evaluation; *Public Schools; Scholarships; *School Choice; Surveys
IDENTIFIERS- *Cleveland Public Schools OH; *Milwaukee Public Schools WI

In the cities of Cleveland, Ohio, and Milwaukee, Wisconsin, more than 4,500 students are receiving public money in the form of scholarships and vouchers to attend private schools. The Milwaukee school choice program began in 1989, and the Cleveland scholarship program began in 1996. These school choice programs have spurred much debate, with proponents contending that the programs add opportunities for children and promise to improve education through competition, while opponents argue that diverting public money to private schools undercuts public education and promotes disparity. A study sought consensus on guidelines to hold private schools of choice accountable. A national panel of academic researchers was asked to design a research method and analyze the results. The method involved face-to-face interviews with 295 parents, teachers, administrators, and elected officials, along with 771 telephone surveys conducted with a randomly generated sample of taxpayers in Ohio and Wisconsin. The study found that an overwhelming majority of taxpayers in both Ohio and Wisconsin approve the concept of private school choice. Most favor extending the program statewide, allowing religious schools to by a framework for monitoring indicators related to implementation. A wide array of related factors for samples of NAS schools in their first few years are detailed. The longitudinal sample includes schools in eight jurisdictions; the aim was to have a census sample of NAS schools and teachers. A series of descriptive and multivariate analyses to understand the general characteristics of the schools was used. The report focuses on key design-team elements, factors related to implementation of key design-team elements, data and measures, implementation measures, the types of schools NAS designs are assisting, the status of implementation, the relationship of implementation and school context to other implementation factors, teacher support and judgments about early effects of designs, implications with a look to the future, and national reform efforts. (RJM)

ED 426 476 EA 029 573

Beatty, Alexandra, Ed.
Taking Stock: What Have We Learned about Making Education Standards Internationally Competitive? Summary of a Workshop.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Competition; Educational Change; Elementary Secondary Education; Foreign Countries; Models; *Politics of Education
IDENTIFIERS- *International Standards; United States

In 1996, the Board on International Comparative Studies of the National Research Council sponsored a workshop to assess what has been learned about making education standards internationally competitive and to examine why criteria for international competitiveness have been so difficult to articulate. A summary of the issues raised at this workshop is presented. Approximately 80 persons, including representatives from national organizations with specific interest in education standards, university researchers, and education policy makers attended the gathering. Participants explored the concept and the support of high standards for education in the United States. Even with widespread support, differences in how standards should be reached and used became apparent. The text examines standards as a political process and advises that standards be worked out in a public political forum. An understanding of the content and performance standards that are in place for high-achieving students around the world could inform a local search for standards. This is applicable to the United States, which should adapt its own standards to its own circumstances and goals. Implementing standards and including teachers in such movements help teachers to select the curricular topics that are most important. Three appendices feature a list of workshop participants, workshop papers, and other information. (RJM)

ED 426 477 EA 029 574

Leslie, Jean Brittain; Fleenor, John W.
Feedback to Managers: A Review and Comparison of Multi-Rater Instruments for Management Development. Third Edition.
PUB DATE- 98
NOTE- 378p.; Updated edition of: Feedback to Managers, Vol. 2,

liability under Title VII for sexual harassment of an employee perpetrated by a supervisor. Some cases that have drawn on these two decisions are discussed. Some of the other types of harassment that were addressed by the Court included sexual harassment of employees by coworkers, same-sex harassment under Title VII, sexual harassment of students by school employees, and sexual harassment of students by students. Cases that have applied the standards established by the Court are described. Numerous practical suggestions that schools should follow to decrease legal liability for sexual harassment include ensuring that the sexual harassment policy is distributed to all employees, that the policy clearly designates the officials to whom complaints should be made, that the policy allows an employee to bypass the alleged harasser in filing a complaint, and that the policy should strongly prohibit retaliation against complainants. (RJM)

ED 426 495 EA 029 600

Aronson, Stacy R.; Mutchler, Sue E.; Pan, Diane T.
Theories of Change: Making Programs Accountable and Making Sense of Program Accountability.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Change Strategies; *Community Services; Cooperative Programs; Educational Change; Elementary Secondary Education; Program Effectiveness; *Theory Practice Relationship

Human-service experts have addressed the complex social-service needs of children and families by creating increasingly diverse community-based programs. To assist human-service-program professionals in their efforts, this report explores some new tools for program planning and evaluation that combine results-based accountability systems and a theory-driven approach to design and evaluation. The first section provides a brief description of the policy and practice context for considering results-based accountability and "theories of change" as aids to program design, evaluation, and accountability. Discussed are the advent of the results-based accountability process, as applied to programs for children and families, along with the concept of theories of change as a potential enhancement to the process. The second section, using example scenarios, provides a detailed illustration of how attention to the theories that underlie programs can guide stakeholders as they build and implement complex, community-based initiatives. The final section outlines how program design and accountability strategies that incorporate theories of change and results-based accountability can both assist and challenge local and state policymakers as they weigh the costs and benefits of programs designed to improve the lives of children and families. (RJM)

ED 426 496 EA 029 601

McGree, Kathleen M.; Mutchler, Sue E.; Meister, Gail R.
Designs for School-Site Reform: Charter Schools in New Mexico and

about efforts to prevent or interrupt problems from developing into greater hardship and the need for more costly responses; (2) violence-prevention strategies are typically directed at young people and increasingly at their families and home situations; (3) prevention needs to start very early in life, perhaps as early as the first 2 or 3 years; (4) recognizing the full range of odds that have to be overcome such as childhood impulsivity, low self-esteem, incompetent parenting, and disorderly neighborhoods, effective preventative tactics will need to be intensive and multipathed, not quick and cheap; (5) the dedicated effort of all sectors of society is needed to prevent violence; (6) the track record for funding preventive measures is a "mixed picture"; and (7) the economic advantages of prevention are both persuasive and encouraging. Phase Two formulated a comprehensive violence-prevention strategy organized into five Work Groups: prenatal and early childhood, families, individual youth, neighborhoods and communities, and schools. After 4 months these Work Groups developed 13 major violence-prevention initiatives that revolve around five central themes and address violence prevention as follows: Fill the unsupervised "gap periods" for youth; strengthen youth support systems; strengthen parental support systems; guarantee "right start" services to all preschool children; and strengthen neighborhood assets and protective factors. Phase Three is the implementation plan designed to link the 13 initiatives to people and organizations who can provide further development and actualization. This book contains the action blueprint for Phase Three that is scheduled to commence in late summer 1998. Graphs and tables supplement the text by emphasizing major points of the developmental process and the Initiative itself. Includes a list of the Steering Committee, Advisory Group, and Work Group participants. (RIB)

ED 426 515 EA 029 670

Fiore, Thomas A.; Warren, Sandra H.; Cashman, Erin R.
Charter Schools and Students with Disabilities: Review of Existing Data.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Inst. on Student Achievement, Curriculum, and Assessment (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Charter Schools; *Disabilities; Elementary Secondary Education; *Literature Reviews; Nontraditional Education; School Choice; *School Role

This paper summarizes existing research on policy-relevant analyses that have focused on charter schools and students with disabilities. The research was not reviewed in depth and study methodologies were not critiqued; the report mainly provides an indication of what more rigorous research may reveal. Nevertheless, findings show that charter schools do not exclude students with disabilities. Parents who send their disabled students to charter schools and other schools of choice believe that these schools are more effective at meeting individual student needs, at keeping parents informed, and at providing mainstreaming options. These parents are also dissatisfied with the bureaucracy in regular public schools and the stigma attached to special education. The findings also reveal no evidence suggesting that special education destabilizes school budgets. Other results indicate that charter schools vary and others); (3) "The Alternatives to Residential Treatment Study: Initial Findings" (Albert J. Durchnowski and others); (4) "Coming Home: The Full Inclusion of Children with Serious Emotional Disturbances" (William E. Reay and Calvin P. Garbin); (5) "Challenges to the Use of Respite for Children Receiving Short-Term In-Home Psychiatric Emergency Services" (Roger A. Boothroyd and others); (6) "Mobile Outreach for Children and Families: An Effective Approach to Stabilization" (Janice M. Moore and Shelly Morningstar); (7)"Researching a Moving Target: A Study of Inpatient Treatment in the 90s" (Carol Cornsweet Barber and others); (8) "Transition to Adulthood: How Are Youth with Severe Emotional Disabilities Different from Non-Disabled Youth?" (Mieko Kotake Smith); (9) "Effective Transition" (Starr Silver); (10) "Transition to Adulthood: Issues of Youth with Mental Illness" (Ann Vander Stoep); (11) "Mental Health Service Utilization by Transitional Youth" (Maryann Davis); (12) "Best Practices for Navigating Rough Waters: Transition of Youth with Emotional/Behavioral Disorders into Adulthood" (Hewitt "Rusty" Clark); (13) "Adolescent Suicide: The Implications of Coping, Family Functioning and Their Interactions for Prevention and Intervention" (Ronald F. Bobner and others); (14) "Gender Appropriate Services for Adolescents with Serious Emotional Disturbances: A Gender Competency Model" (Patricia M. Wilson and others); and (15) "Multicultural Mental Health Training Program: A Comprehensive Training Program for Improving Service Delivery to Ethnic Minority Children and Families" (Richard Briscoe and others). (Individual papers contain references.) (DB)

ED 426 534 EC 306 967

Early Intervention Approaches. Chapter 9.
PUB DATE- 96
NOTE- 24p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Alcohol Abuse; *Behavior Disorders; Child Abuse; Children; Delivery Systems; *Early Intervention; *Emotional Disturbances; Family Involvement; Family Role; Integrated Services; Mental Disorders; *Mental Health; Prenatal Drug Exposure; Prenatal Influences; Preschool Education
IDENTIFIERS- Project Head Start

This collection of papers presented at a 1996 conference on children's mental health focuses on early intervention approaches. Papers have the following titles and authors: (1) "Child Maltreatment and Prenatal Exposure to Alcohol and Other Drugs: Some Preliminary Findings" (Patrick A. Curtis and Mary Wood Schneider); (2) "Evaluation of the Total Family Strategy Program" (Liang Wu and Oliver T. Massey); (3) "The Public Mental Health and Head Start Partnership in the Ventura County System of Care" (Donald W. Kingdon and others). (Individual papers contain references.) (DB)

ED 426 535 EC 306 968

Research Methodology & Information Systems. Chapter 10.
PUB DATE- 96
NOTE- 65p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research

*Integrated Services; Program Development; *Special Education; State Programs
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This final report describes activities and achievements of a project that examined issues in development of coordinated services systems as encouraged by the Individuals with Disabilities Education Act (IDEA) amendments of 1997. It identifies and discusses 27 coordinated services policy and implementation considerations within nine areas. Examples of practices in a number of states are included. Also included are examples of coordinated service plans and other practical information regarding the coordinated services planning process. It notes that coordinated service planning efforts within the states typically involve a hybrid of client-centered, program-centered, policy-centered, and organization-centered strategies. The nine broad policy considerations covered are: (1) vision and leadership, (2) authority and responsibility, (3) scope of coordinated services, (4) identification and evaluation, (5) staffing and skill development, (6) accountability and funding, (7) management of information, (8) teaming, and (9)development of Individualized Education Plans or Individualized Family Service Plans. Appended are outlines of the coordinated services plans for Hawaii and Illinois and sample plan formats from Vermont, North Carolina, Minnesota, Hawaii, and Missouri. (Contains 65 references.) (DB)

ED 426 554 EC 306 990

Campbell, Janet; Cawthon, Laurie; Keenan, Trisha; Lyons, Dorothy; Schrager, Laura
Evaluation of Early Intervention in Washington State: Options and Issues.
PUB DATE- 98
NOTE- 202p.; For related document, see EC 306 991.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Cross Sectional Studies; Developmental Delays; *Disabilities; Early Intervention; *Exceptional Child Research; Infants; Longitudinal Studies; Models; Objectives; *Outcomes of Education; *Program Effectiveness; *Research Design; *Research Methodology; State Surveys; Statistical Analysis; Toddlers
IDENTIFIERS- Washington

This report describes options for study designs to evaluate the effect of early intervention on infants and toddlers, birth to three, with disabilities or developmental delays and their families in Washington state. Information was gathered from extensive literature reviews, a survey of local assessment efforts in Washington, a technical data inventory, and a consultation with stakeholders such as service providers, agency personnel, the Office of Superintendent of Public Instruction, parents, and community supporters. Recommendations include: (1) using a small- scale longitudinal study, retrospective cross-sectional study, or a key informant study for early intervention research; and (2) using an integrated research plan that logically and methodically addresses: who the children and families are who are receiving services, what are their needs, how services are addressing the needs of children and families, and what child and family outcomes occur as a result of service provision. Appendices include information on child and family characteristics, a local assessment survey, state and national early intervention goals, boards, and school executives can approach school improvement problems. It defines and examines various available options in the areas of facility improvements, school maintenance, building operations, and school reorganization. In addressing the issue of school closure, it lists several questions that should be answered so that the closure decision is in the best interests of the students and also supports the school district mission. The report also explores the option of reorganizing rural schools as either magnet, charter, or theme schools as well as using facilities for other educational or non-education uses. Finally, the option of marketing the rural school to students in neighboring school districts is examined. (GR)

ED 426 573 EF 005 148

Jilk, Bruce A.; Copa, George H.
The Design-Down Process: An Alternative to the Traditional Education Specification Process for Defining Learning Environments. IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Environment; *Educational Facilities Design; Elementary Secondary Education; *Learning; *Public Schools; School Community Relationship
IDENTIFIERS- *Design Methodology

This report describes the design-down process of defining educational specifications that includes recognition of societal changes and community involvement when building or renovating schools. A progressive, collaborative step-by-step approach is described through which the design team moves in the development of a school building design. Each step described enables the team to work through all the elements of the design process quickly while allowing ideas that are held in common to surface and keeping track of unresolved issues and questions for follow-up efforts. The process ensures that the learning signature (the school's uniqueness) and learning expectations are keystone specifications, the base from which all the others are to be derived and rationalized. (GR)

ED 426 574 EF 005 150

Wohlers, Art
Gross Square Feet Per Student. IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Size; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Interior Space; *Public Schools; *School Space

The Council of Educational Facility Planners International regularly provides the recommended number of gross square feet federal, state, and private provision of I/T services, and establishment of national standards and a national certification system. A subsequent section details current issues in I/T in Australia, including issues specific to language service organizations, to certification and training, and to different domains of I/T work (indigenous languages, women's/family language service needs, and international communication needs). The final section looks at global trends in I/T, outlines some international perspectives, compares and contrasts the Australian and international experiences, and discusses issues concerning less commonly spoken languages. Appended materials include a list of I/T agencies and contacts in Australia and other countries, statistics on the work of the language service run by the Australian department of immigration and multicultural affairs, and a glossary of relevant acronyms. (MSE)

ED 426 598 FL 025 642

Littlejohn, Jim
Federal Control Out of Control: The Office for Civil Rights' Hidden Policies on Bilingual Education. CEO Policy Brief.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Civil Rights; Compliance (Legal); *Educational Policy; English (Second Language); Federal Government; Federal Legislation; *Federal Regulation; Language Minorities; *Limited English Speaking; Public Agencies; *Public Policy
IDENTIFIERS- *Office for Civil Rights

This report examines the policies and practices of the Department of Education's Office of Civil Rights (OCR) for determining whether school systems are providing appropriate educational services to language minority students who are learning English as a Second Language (ESL). Data are drawn from OCR documents in the public domain, including approximately 160 compliance letters sent to school districts in 1996 and 1997. Each of these letters gave OCR's determinations pursuant to on-site investigations of the schools' programs for ESL students and carried an attached "corrective action" agreement from the school systems. It is argued that OCR has, in the absence of critical scrutiny within the government, imposed on schools an ever-expanding burden of requirements with dubious justification. Under the mantle of defending the civil rights of English language learners, OCR staff are in classrooms, looking over teachers' shoulders, second-guessing teachers and administrators, judging the quality of instructional programs and materials, and generally being educationally intrusive in ways never contemplated by the drafters of the civil rights statutes. It is concluded that there is ample evidence in the letters reviewed to demand substantial changes in how OCR operates. (MSE)

ED 426 599 FL 025 643

Ricento, Thomas
A Brief History of Language Restrictionism in the United States.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English

theory and practice focuses on the value of linguistic interactivity (dialogism) in technology-based instruction, particularly in the fields of second language instruction and cross-cultural communication. The bulk of the document discusses theory concerning dialogue, dialogism, dialogicity, and aspects of computer-mediated communication and instruction, and draws conclusions about the relationship of dialogism, technology, and the teaching-learning process. A research project is then briefly reported, aimed at improving eighth-grade language students' metacognition concerning their computer literacy. (Contains 147 references.) (MSE)

ED 426 621 FL 025 678

Laroche, Jacques M.
Linguistic Pluralism in France.
PUB DATE- 99
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basque; Diachronic Linguistics; English; Foreign Countries; *French; German; *Heritage Education; *Language Attitudes; *Language Minorities; *Language Role; Latin; Multilingualism; Native Language Instruction; Public Policy
IDENTIFIERS- Breton; Corsican; Flemish; *France; French Culture; *Language Contact; Occitan; Savoyard

This paper suggests that a discussion of linguistic pluralism in France begins by chronicling the emergence of French as the primary language in early French history and the role of linguistic minorities at various periods in French history. It then focuses on growing linguistic activism in the second half of the twentieth century, when the emphasis on regionalism became a trend toward pluralism. National legislation and regulation concerning the use and teaching of local languages are noted, and the diverse linguistic minorities within France are then surveyed, examining their histories, distribution, and treatment in education. Languages discussed include Alsatian, Breton, Corsican, Basque, Flemish, Occitan, and Savoyard. Literature on the minority languages of France is briefly reviewed. (Contains 43 references.) (MSE)

ED 426 622 FL 025 679

Barlow, Lisa; Canning, Christine
Strategies and Disruptions in Test Writing for UAE Distance Learning Students.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabs; Cultural Context; Distance Education; *English (Second Language); Foreign Countries; *Language Tests; Second Language Instruction; *Test Construction; Test Items; Test Reliability; Test Validity; Testing; *Testing Problems
IDENTIFIERS- *United Arab Emirates

A study examined difficulties encountered in producing multiple versions of English-as-a-Second-Language (ESL) exams administered during a 3-week period to students in the United Arab Emirates University Distance Learning Program for English.

NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Educational Demand; *Educational Policy; *Educational Supply; Educational Trends; Foreign Countries; *Government School Relationship; Job Training; Literature Reviews; Policy Formation; Postsecondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

This report presents the results of a review of policy and research literature that focused on the following: the vocational education and training (VET) market in Australia; the role of the concept of a training market in government policy on VET in Australia; the effect of economic rationalism and corporate managerialism on VET policy and practice; and development of the policy framework and administrative infrastructure of Australia's training market since its inception. Presented first are an executive summary, introduction, and overview of the report's structure. Chapter 3 discusses the context of Australia's training market, and chapter 4 is an overview of training market reform and the associated literature. The concept, policy objectives, structure, and operation of Australia's training market are examined in chapter 5. Selected macro, micro, and emerging policy issues, including who should pay for training, the relationship between the training and labor markets, and access and equity, are explored in chapter 6. Chapter 7 is a critical evaluation of the literature and research questions. Chapters 8 and 9, which together constitute approximately 50% of the report, contain a list and lengthy annotations of the 53 research and policy documents reviewed in depth. Chapter 10 contains 19 additional references. (MN)

ED 426 181 CE 075 694

Chase, Laura
Communication for Workers. An Activity-Based Teaching Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Literacy; Assertiveness; *Communication Skills; Conflict Resolution; Continuing Education; *Interpersonal Competence; Listening; Literacy Education; *On the Job Training; Problem Solving; *Workplace Literacy

This course in interpersonal communication and problem solving is designed to be used in workplace education. It is based on responses from employees in businesses participating in workplace education. The course is organized into 11 classes of approximately 2 hours each that cover the following topics: (1) the communication process; (2) the listening process; (3) barriers to communication; (4) assertiveness I, II, and III; (5) communicating with difficult people; (6) group communication; (7) working in teams; (8) problem solving and decision making; and (9) handling conflict. This teacher's guide contains a series of classroom activities, supplemented with examples, handouts, and teacher background, and lists 31 references. (KC) behavioral styles. Topics, learner objectives, materials, handouts, and lesson plans developed for the course are integrated sequentially in the guide. Structured around a discussion of scenarios commonly leading to communication problems at work, the first lesson is designed to elicit students' expectations of the course, help instructors select a particular emphasis for the remaining lessons, and give students a sense of ownership of the course. The following topics are covered in the remaining five lessons: the communication process, speaking skills, and basic behavioral styles; assertiveness training; active listening skills; rumors in the workplace and self-reflection; and separating facts from opinion and prediction, stereotypes, and dealing with diversity. (MN)

ED 426 199 CE 077 652

Ruscio, Thomas J.
Geriatric Authority of Holyoke Workplace Literacy Project. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Curriculum Development; *Education Work Relationship; *Job Skills; *Nurses Aides; Nursing Homes; *On the Job Training; Outcomes of Education; Program Evaluation; School Business Relationship; Skill Development; *Workplace Literacy

For nearly 3 years, the Massachusetts Career Development Institute provided a workplace literacy program for 201 persons employed by the Geriatric Authority of Holyoke, Massachusetts, a major nonprofit nursing home and rehabilitation facility. The literacy program included adult basic education, English as a second language, and high school equivalency educational units. The program also provided ongoing educational and career adjustment counseling, motivational sessions, and pre- and posttesting to establish initial functional levels and determine improvements in workplace literacy and productivity. Employees who participated in the program increased their English language reading abilities by more than two grade levels. The program also obtained a 100 percent pass rate in employee participants who qualified and took the Nurses Aide examination, and a 75 percent pass rate in employee participants who took the high school equivalency exam. In addition, participants improved self-esteem and attendance and were less likely to leave the organization. (Contains 20 tables.) (KC)

ED 426 200 CE 077 653

Agriculture and the Future. National Workplace Literacy Program. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

(Contains 18 references) (YLB)

ED 426 217 CE 077 822

Certified Nurses' Aide Job-Related Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Allied Health Occupations Education; Communicable Diseases; Competence; Death; *Employment Qualifications; Ethics; *Job Skills; Learning Activities; Legal Responsibility; *Medical Services; Medical Vocabulary; *Nurses Aides; Nutrition; Safety; Secondary Education; Tests

This document, which is designed for students preparing to become a certified nurses' aide, contains instructional text and learning activities organized in nine sections. The following topics are covered: the role of the certified nurse's aide (job duties, personal health, professionalism, code of ethics); infection control (the infection process, disease prevention, handwashing); ethics (ethical issues, ethical standards, legal issues affecting health care, patients' bill of rights); safety precautions (fire prevention, smoking precautions, fire extinguishers, environmental safety precautions); nutrition (food groups, types of diets, and procedures for serving a food tray); medical terminology (vocabulary, prefixes and suffixes, abbreviations); bathing (general suggestions, equipment, preparations, bed baths, finishing touches, back rubs); vital signs (radial pulse, respiration, temperature, thermometers, blood pressure; and fluid intake and output and death and dying (fluid imbalances, attitudes regarding death, and stages of grief and appropriate certified nurse's aide responses). Each section contains the some or all of the following: instructional text, vocabulary sheet, illustrations, charts, learning activities, and a competency test. The tests include multiple-choice, matching, and open-ended questions. (MN)

ED 426 218 CE 077 842

Beitler, Michael A.
Mid-Career Adults in Self-Directed and Teacher-Directed Learning.
PUB DATE- 97
NOTE- 12p.; Paper presented at the World Conference on Self-Directed Learning (Montreal, Quebec, Canada, September 14-17, 1997). For a related document, see ED 415 361.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; Career Development; Comparative Analysis; *Conventional Instruction; Educational Attitudes; Educational Strategies; *Independent Study; Learning Processes; Management Development; *Professional Development; *Professional Occupations; Student Attitudes; Teaching Methods

The question of what determines the appropriate use of self-directed learning (SDL) as opposed to teacher-directed learning (TDL) for midcareer professionals was examined through a review of the literature on SDL, SDL in professional development, and through interviews with 12 midcareer adults in a wide variety

ED 426 238 CE 077 897

Knox, Alan B.
Evaluating Adult and Continuing Education. Information Series No. 375.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Continuing Education; Data Collection; Educational Planning; Evaluation Criteria; *Evaluation Methods; Needs Assessment; *Program Evaluation; Staff Development

This monograph reviews and synthesizes highlights from relevant writings on evaluation and suggests interpretations and applications for practitioners who plan and conduct various types of educational programs for adults. It suggests that planning and conducting effective educational programs for adults entails contributions by various stakeholders including participants, instructors, coordinators, policymakers, and funders. Concepts, procedures, and examples from evaluation reports are used to represent eight aspects: needs, context, goals, staffing, participation, programs, materials, and outcomes. Many evaluations focus on just one or two of these aspects. Conducting a program evaluation entails many decisions that can be grouped into eight broad action guidelines. The guidelines pertain to purpose, stakeholders, planning, coordination, sources, data collection, analysis, and utilization. Many examples contain enough detail to portray the actual evaluation project and not just illustrate a guideline. Readers can use this overview to clarify basic evaluation concepts and procedures, locate publications likely to provide detailed assistance, and use suggested guidelines to conduct evaluations on selected program aspects of interest. Selecting a program on which to focus should entail selecting an issue of importance, being responsive to stakeholder interest, and considering available expertise and resources for evaluation. (Contains 113 references.) (SK)

ED 426 239 CE 077 902

The Outlook for Training in Australia's Industries.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 635p.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Occupations; Agriculture; Blue Collar Occupations; Building Trades; Clerical Occupations; Demand Occupations; Economic Change; *Education Work Relationship; Educational Attainment; Educational Needs; Educational Supply; Electrical Occupations; Emerging Occupations; Employer Attitudes; *Employment Patterns; *Employment Qualifications; Energy Occupations; *Enrollment Trends; Finance Occupations; Foreign Countries; Forestry Occupations; Health Occupations;

Training Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 269p.; For the "Math Skills Curriculum Binder", see CE 077 938. The other partners in The Workplace Training Project are: Newood Products, Pacific Western Extruded Pipe Company, Springfield Forest Products, Staffing Services, HMT Technology.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Classroom Techniques; *Communication Skills; Community Colleges; *Competency Based Education; Conflict Resolution; Cultural Differences; Cultural Pluralism; Curriculum Guides; Documentation; English (Second Language); *Functional Literacy; Hispanic Americans; *Language Skills; Learning Activities; Lesson Plans; Limited English Speaking; *Literacy Education; Partnerships in Education; Performance Based Assessment; School Business Relationship; Spanish; Vocational English (Second Language); *Workplace Literacy; Writing (Composition)

This document, which is intended for workplace trainers, contains materials for conducting 10 workplace language and communication skills courses that were developed through the Workplace Training Project, which was a partnership involving Lane Community College in Oregon and five area businesses. The courses were developed by project staff based on business partners' input regarding the mathematics skills required of employees at their specific worksites. The course topics are as follows: "know your company"; basic communication skills for lead workers; basic principles for effective communication; conflict resolution for lead workers; production document reading; writing in the workplace; English as a second language for Hispanics; English as a second language in a workplace setting; English as a second language production document reading; and cultural diversity/Spanish in the workplace. The following materials are included for each course: course description; student outcome objectives; description of target student population; description of class environment; suggested instructional techniques; syllabus of course activities; learning activity sheets; student handouts; student worksheets; sample problems; and substantial bibliography. Each learning activity sheet contains the following: introductory activities; list of resources and materials needed; description of the instruction process; performance assessment methods and results; and comments. (MN)

ED 426 256 CE 077 938

Math Skills Curriculum Binder. Workplace Training Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 327p.; For the "Language and Communication Skill Curriculum Binder", see CE 077 937. The other partners in The Workplace Training Project are: Newood Products, Pacific Western Extruded Pipe Company, Springfield Forest Products, Staffing Services, HMT Technology.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

that examines the following: definition of growth, ways study circles can foster growth, features and benefits of study circles, ways of making the most of study circles, and ground rules for useful discussions. Presented next are materials for leading discussions on the following topics: ways growth is changing the community; reasons for the changes the community is experiencing; options available for addressing growth issues; ground rules for meeting with public officials; and actions the community can take to shape its future. Concluding the guide are the following: glossary; tips for facilitators (help practitioners know what to expect, learn as you go, use the views expressed, manage the discussion); organization of study circle programs (overview of study circles, organizing study circles on growth, organizing for action, involving public officials); and resources for further discussion and action (list of 38 organizations and 13 websites and annotated bibliography of 31 publications). The companion citizen's guide contains the same materials, minus the facilitator notes and information. (MN)

ED 426 272   CE 077 960

Campbell, Sarah L.
A Guide for Training Study Circle Facilitators.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Community Education; *Community Organizations; *Community Programs; Evaluation Methods; *Group Dynamics; Groups; Instructional Materials; Program Development; Program Implementation; Teaching Guides; *Trainers; *Training
IDENTIFIERS- *Facilitators; *Study Circles

This guide is designed to help trainers working in the context of community-wide programs in all aspects of building a training program for study circle facilitators. Part 1 presents guidelines and principles for good training, basic training agenda for a 6-hour program, and annotated training agenda with notes about the process in each section and exercise descriptions. Part 2 covers the training content, arranged in sequence to match the agenda in part 1. Topics are as follows: what a study circle is, what a community-wide program is, a typical study circle session, typical "round" of study circles in a community-wide program, key facilitation skills, dealing with typical challenges, and a session-by-session outline. The material may be reproduced for handouts or overhead transparencies. Part 3 presents information on building and supporting an ongoing training program, including recruitment, skill building, advice on co-facilitation, training young people as facilitators, and other related information. Part 4 provides suggestions for training other trainers of study circle facilitators. Part 5 presents evaluation strategies and forms. Part 6 contains 14 references and an annotated list of 2 resource and 2 professional organizations. Appendixes include the following: the article, "Working on Common Cross-cultural Communication Challenges" (Marcelle E. DuPraw, Marya Axner); four stages of group development and process; and basic steps in creating a community-wide study circle. (YLB)

ED 426 273   CE 077 961

Hansen, Martin Eggert

(055)
DESCRIPTORS- *Beginning Teachers; *Employment Interviews; Postsecondary Education; Secondary Education; Teacher Characteristics; Teacher Competencies; *Teacher Selection; *Vocational Education Teachers

This publication focuses on suggestions for interviewing new vocational teachers to select candidates who better match employment needs. It expands interview techniques to include an assessment of a candidate's ability to solve problems in the classroom, incorporate academic skills into their curriculum, and continue learning new teaching strategies. Recommendations are made for conducting a legal interview, selecting the interview panel, preparing for the interview, conducting an effective interview, and assessing each candidate consistently. A one-page format for an interview is provided. This interview guide suggests interview questions, indicates what the questions will tell the interviewer(s) about the candidate, and leaves a space for remarks. It also proposes what information can be learned from the resume and from references. (YLB)

ED 426 292 CE 078 010

Kisner, Mary J.
Documenting Academic and Employability Skills Needed in the Workplace and Found in the Curriculum. Tip Sheet #10.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Basic Skills; *Employment Potential; *Integrated Curriculum; *Job Analysis; *Job Skills; Personality Traits; Postsecondary Education; Secondary Education; Teacher Responsibility; Teacher Role; *Thinking Skills; Vocational Education; Vocational Education Teachers

This tip sheet outlines the steps academic and vocational educators can take to document the skills needed in the workplace, the skills their students will need in the future, and those currently being taught in the curriculum. Step 1, visit a workplace, includes these activities: choosing the workplace to visit and calling to make arrangements, determining one's involvement, making observations during the visit, interviewing a worker, and thanking the individual who arranged the visit. Step 2, inventory the curriculum, addresses considering one's teaching strategies and documenting the academic and employability skills addressed one's classroom, cluster, or school. Step 3, align one's curriculum, offers these detailed suggestions: align one's curriculum, locate gaps between what students will need and what the teacher is currently doing, determine and prioritize goals, and clarify changes with colleagues and students. Forms for educator use are provided. A section for notes from observations, interviews, and curriculum review provides space for business/industry name, date, job title of interviewee, general description of the scope of work for this job, describe the working environment, and describe the materials used in the workplace. Separate skills profiles are included for foundation skills and five competencies. These tables describe the skill and provide space for notes from the observation/interview and the curriculum review. (YLB)

PUB DATE- 96
NOTE- 314p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Calculators; Decimal Fractions; Estimation (Mathematics); Fractions; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; *Mathematics Skills; Measurement; Metric System; *Numeracy; Percentage; Pretests Posttests; Ratios (Mathematics); Skill Development; *Supervisory Training; Teaching Guides; *Workplace Literacy

This instructor's manual for workplace trainers contains the materials required to conduct a course in basic workplace mathematics skills. The course consists of six lessons for workers and two lessons for supervisors that discuss the following: concepts taught in the six lessons; workers' progress in the individual lessons; and strategies for helping workers continue to develop the basic math skills taught in the course. The following materials are provided for each course: lesson plan, learning activities based on real-life situations, handouts, assessments (including pretests and posttests), and transparencies. Each lesson plan contains objectives, a list of materials needed, classroom setup information, and detailed instructions for conducting all activities. The following topics are covered: using estimation and rounding techniques; converting from the English system of measurement to the metric system; using fractions and decimals; calculating rates, ratios, proportions, and percentages; and using calculators. (MN)

ED 426 311 CG 028 566

Goldin, Eugene, Ed.
The Journal for the Professional Counselor, 1998.
PUB DATE- 98
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Counseling Psychology; Counseling Techniques; Counselor Training; Counselors; Cultural Pluralism; Elementary Secondary Education; Intervention; *School Counseling; *School Counselors; Student Development; Youth Problems

An official refereed branch journal of the American Counseling Association, this journal covers current professional issues, theory, research, and innovative practices or programs in all branches of counseling. The 1998 volume comprises two issues. Articles in Number 1 include "The Triadic Consultation Analysis: School Counselors Promoting Educational Development" (R.D. Colbert); "Women with Physical Disabilities: How Perceptions of Attractiveness and Sexuality May Be Impacted" (P.A. Gordon, L.A. Benishek); "Cults, Youth, and Counselors" (A.L. Schadt); "Dual Career Lesbian Couples: The Forgotten Clients" (J.A. Kennedy, K.M. Evans); "Counseling Portfolio: An Authentic Assessment Model" (J.L. Osborne); "Future Directions in Systems Approaches: Chaos and Complexity Theory in Counseling" (G. Brack, C.J. Brack, J.A. Hill, E. Freilich); "Factors Influencing School Counselor Performance: Implications for Professional Development" (S.W. Ehly, R. Dustin). Articles in Number 2 include "Child Abuse Reporting: The Clinician's Dilemma" (M.C. Kenny); "New York State Mental Hygiene

PUB DATE- 98
NOTE- 34p.; Paper presented at the ERIC Clearinghouse on Counseling and Student Services Conference: "Assessment '98: Assessment for Change - Changes in Assessment" (St. Petersburg, FL, January 16-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Change; Counseling; Counselor Role; Cultural Pluralism; Educational Policy; Elementary Secondary Education; Employment Practices; Employment Qualifications; *Evaluation; *Politics of Education; *Public Policy; School Counseling; School Counselors; Test Bias; Test Interpretation; *Test Use; Testing; Validity
IDENTIFIERS- *Diversity (Groups)

The status of assessment in terms of federal policy, the social or economic climate related to education, the role of testing in counseling, assessment as an intervention in its own right, and assessment as it is affected by technology are important components of the context of issues and challenges related to assessment at the edge of the 21st century. This lecture raises questions about assessment and its uses in education, the workplace, and society. Because bias is intrinsic to the form of assessment used, the problem cannot be eliminated simply by changing the test questions. The sociopolitical context as well as the psychometric properties of tests, the use of tests for accountability, the relationship of standards to the means provided for meeting those standards, and the several validities that any measurement procedure has, must be considered. Questions are raised on issues surrounding infrastructure, changing social values, the political nature of the debate, technical capacity, national standards, training, response to media and policy makers, and purposes of testing by school counselors. Several issues such as those concerning testing and licensing between the several professional organizations involved and issues of "teaching the test," computer applications, ethics and the Internet, and training counselors, are discussed. (EMK)

ED 426 332 CG 029 017

Han, Yeonhee Sohn; Chen, Mei-Whei
Cross-Cultural Group Counseling with Asians: A Stage-Specific Interactive Model.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Counseling; Counseling Techniques; *Counselor Client Relationship; *Cross Cultural Training; Cultural Interrelationships; Cultural Pluralism; *Cultural Relevance; *Ethnicity; *Group Counseling; Group Dynamics; Individual Development; Models

A model for offering culturally and developmentally responsive interventions in cross-cultural groups with Asian members is provided. The "stage-specific interactive model" is based on four factors: (1) the stage of Asian clients' ethnic identity development; (2) the stage of White leaders' ethnic identity development; (3) the unique interacting patterns between the two; and (4) the stages of the group process. Ethnic identity development is distinguished from acculturation, and a "revised" model of Asian identity development is proposed.

Poverty; (4) And There Ain't Nothin' You Can Do about It: Reading "The Bell Curve"; (5) Bad to the Bone: Reading Moral Literacy; (6) The World Is in an Uproar/The Danger Zone Is Everywhere: Reading the Reading Crisis; (7) Come on Up, I've Got a Lifeline: Reading Targeted Programs; (8) Everybody Look What's Goin' Down: Reading Educational Functionalism and Rereading Poverty in America; and (9) Listen Here People, Listen to Me, I Don't Wanna Be Mistreated by No Bourgeoisie: Reading the Road Ahead. (Contains approximately 325 references.) (RS)

ED 426 352 CS 013 361

Spiker, Thecla M.
Dick and Jane Meet John and Judy: The Development of the Cathedral Readers.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Beginning Reading; *Catholic Schools; *Catholics; Elementary Education; Reading Instruction; Religious Differences; *Religious Education; Textbook Content; *Textbook Evaluation; Textbook Research; Textbooks

A study examined the historical development of the Cathedral Basic Readers (a.k.a. the Dick and Jane readers), a special edition used to teach reading in Catholic schools. Three questions served as a guiding framework: (1) what factors led to the creation, development, and discontinuance of this Reader series? (2) what were the differences between the Basic Readers and the Cathedral Readers? and (3) how did the Basic and Cathedral editions change across time periods? Data sources included archival manuscripts, interview transcripts, and the two reading textbook series. Results indicated that the number of text differences increased and the picture differences over the Cathedral editions were more frequent in first and second grade texts. The representation of different races and ethnic groups was more common in third grade books over the editions and most frequent in the 1963 Cathedral edition. In addition to replacing stories in terms of fidelity to Catholic principles, occasionally words were changed or illustrations modified to reflect the average American Catholic home. Findings suggest that the Basic and Catholic books for each paired edition were quite similar. (CR)

ED 426 353 CS 013 362

Patton, Susannah, Ed.; Holmes, Madelyn, Ed.
The Keys to Literacy.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Reading; Classroom Techniques; Elementary Education; Learning Strategies; *Literacy; Parent Role; *Reading Comprehension; *Reading Instruction; Reading Processes; Reading Research; Reading Strategies; Teacher Role;

Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Iowa; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Iowa, 2,756 students in 129 public schools were assessed. This report describes the reading proficiency of Iowa fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Iowa on the NAEP reading scale was 227 compared to 216 nationwide. (SR)

ED 426 368 CS 013 377

NAEP 1992 Reading State Report for Kentucky. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Kentucky; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds

IDENTIFIERS- National Assessment of Educational Progress; *North Carolina; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In North Carolina, 2,883 students in 116 public schools were assessed. This report describes the reading proficiency of North Carolina fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in North Carolina on the NAEP reading scale was 213 compared to 216 nationwide. (CR)

ED 426 383 CS 013 392

NAEP 1992 Reading State Report for North Dakota. The Trial State Assessment at Grade 4.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 93

NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- National Assessment of Educational Progress; *North Dakota; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds center: (1) "The Origin of Metaphor: The Animal Connection" (Paul Shepard); (2) "On the Evolution of the Imagination: The Origin of Metaphor" (Elizabeth Sewell); (3) "Creative Imagination" (Roger Lipsey); (4) "Empty Cups and Secret Lanterns: The Rewards of Idleness" (Ellen Dissanayake); (5) "On the Mythic and Poetic Imagination in Learning" (Kieran Egan); and (6) "Learning and the Imagination" (Howard Gardner). (CR)

ED 426 398 CS 216 552

Koki, Stan
Storytelling: The Heart and Soul of Education. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Curriculum Enrichment; Elementary Secondary Education; Instructional Effectiveness; *Learning Activities; *Story Telling; Student Participation; *Teacher Role
IDENTIFIERS- *Oral Learning; Speaking Writing Relationship; Story Telling by Children

This briefing paper presents research on the importance of storytelling in human experience and explores the relevance of storytelling as an instructional tool in Pacific classrooms. The paper provides teachers with suggestions for getting started with storytelling in the classroom, such as: (1) introduce units about geography and people of the world by telling interesting stories from those cultures; (2) decide ahead of time how to use gestures, props, voices, and other devices that will make the story come alive; (3) describe sensory experiences, and lead children into inquiry; (4) stimulate children's imaginations by encouraging them to participate in storytelling and listening; (5) encourage use of metaphors as a way of finding similarities between objects; and (6) maintain eye contact with the audience, pause at the story's end, and provide opportunities for children to listen and tell stories in class. The paper also offers recommendations for how to use storytelling, including using a range of stories to help meet the linguistic, social, and academic needs of an increasingly culturally diverse student population; exploring storytelling as a way for students to learn and develop an understanding of themselves and others; and developing students' reading and writing skills by building upon the ability to orally articulate personal experiences. Contains 8 references. (NKA)

ED 426 399 CS 216 553

Keating-Toro, Ann V.
Integrated Language Arts Curriculum.
PUB DATE- 98
NOTE- 8p.; Course Project for "Supervision and Administration of a Reading Program," DeKalb County School System (Georgia).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; English Curriculum; Grade 9; High

Participation
IDENTIFIERS- *Ball State University IN; Leadership Development Program; *Student Led Activities

The Leadership and Service Programs office at Ball State University in Indiana started the Excellence in Leadership Program in 1994. Funding for three years was secured from the Kellogg Foundation to develop a comprehensive leadership program that would be run by the student activities staff in cooperation with Academic Affairs. After the grant period expired, the university funded the program. Although the program is administered by a student affairs office, involvement with faculty, the University College, and the community is essential to the program's success. Excellence in Leadership is a 4-phase, 4-year program that develops students, using three leadership theories: situational, ethical or principle centered, and servant leadership. Phase 1 focuses on confidence and self esteem; phase 2 focuses on involvement and student organizations; phase 3 focuses on servant leadership and volunteerism on campus and in the larger community; and phase 4 connects students with their future professions and leadership outside the university. The Excellence in Leadership program uses mentoring, workshops, local and national speakers, a Leadership Resource Center, retreats, and individual projects to teach leadership skills. Such programs are common and generally effective. Student affairs administrators seek to educate students while giving them quality co-curricular opportunities. (NKA)

ED 426 420 CS 509 952

Gesler, David M.; Tillson, Lou Davidson; Hanor-Dawes, Pamela
The Games Our Students Play: A Review Activity for the Interpersonal Communication Classroom.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Games; Higher Education; *Interpersonal Communication; Learning Activities; Student Evaluation; *Student Motivation; *Student Participation; Teacher Expectations of Students

This paper offers strategies for implementing student-generated games that focus on interpersonal communication skill development and suggestions for appropriate instructor and student evaluation measures. In today's classroom, games can be used to teach subject matter to adult students with the added advantage of making learning fun. (Appendixes contain a sample interpersonal communication applied lab final information sheet and a sample evaluation form; contains 8 references.) (CR)

ED 426 421 CS 509 953

Fuller, Rex M.
The Role of Speech Communication in the Development of Learning Objectives in the General Education Program at James Madison University.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24,

ED 426 439 CS 509 975

Backus, Nick
Directions for Current and Future NPDA Programs in the 21st Century.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; *Debate; *Debate Format; Higher Education; *Persuasive Discourse
IDENTIFIERS- Cross Examination Debate Association; *Debate Coaches; National Debate Tournament; National Parliamentary Debate Association

As the National Parliamentary Debate Association (NPDA) debate spreads across the country, as more schools and more students become involved in this type of debate, those involved in the activity need to take a step back and evaluate their progress, as well as plot their future. Coaches have a critical role as educators. NPDA needs clear organizational goals. If NPDA is to remain an alternative, it must be different from the other choices. The current state of National Debate Tournament/Cross Examination Debate Association (NDT/CEDA) is a case in point: as differences narrowed, CEDA became less and less an alternative to NDT. The development of CEDA should be viewed with an eye toward the evolution of NPDA. The threat to diversity comes in the form of modeling by both competitors and judges. Pluralism in forensics is crucial to the survival and growth of all parts of the activity. Forensics presents educators with unique opportunities for interaction with students. A direction for NPDA is the audience-centered model of debate, which holds debaters to the same standards other pubic speakers are expected to follow. (Contains 22 references.) (CR)

ED 426 440 CS 509 976

Abdullah, Mardziah Hayati
Guidelines for Evaluating Web Sites. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Evaluation Criteria; Higher Education; *Resource Materials; *World Wide Web
IDENTIFIERS- ERIC Digests; *Web Sites

Noting that Web sites are becoming popular educational resources but that not every site makes a good resource, this Digest offers a checklist of criteria for evaluating Web sites. It lists evaluation criteria regarding: (1) technical considerations; (2) purpose of the site; (3) content of the site; (4) site authorship/sponsorship; (5) functionality; and participate and allowing all (not just low-income) families to participate. The vast majority of taxpayers believed each choice school should be required to make an array of information available to the public. Two appendixes include the interview questions, and the telephone survey questions. (SS)

ED 426 458 EA 029 520

Geijsel, Femke; Sleegers, Peter; Berg, Rudolf van den
The Need for Transformational Leadership in Large-Scale Innovation: The Case of The Netherlands.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Educational Change; Foreign Countries; *Instructional Leadership; Leadership Qualities; Secondary Education; *Teacher Administrator Relationship; Teacher Attitudes
IDENTIFIERS- Netherlands

In The Netherlands, schools are becoming more and more responsible for the successful implementation of large-scale innovations initiated by governmental policy. The nature of transformational leadership and its relation to teachers' changed practice within the Dutch context of school restructuring and change is examined in this paper. The paper presents two qualitative studies that resulted in defining three dimensions of transformational leadership: vision, individual consideration, and intellectual stimulation. The first study involved a group of high-innovative and a group of low-innovative secondary schools, whereas the second study entailed a survey of 1,249 teachers who taught in the Dutch Agricultural Training Centers. Within the framework of the survey, these dimensions were further operationalized and related to teachers' concerns and teachers' changed practices. The results indicate direct and indirect significance of the dimensions of transformational leadership in relation to teachers' changed practices. The results seem to support Hallinger and Heck's assumption that leadership impact is likely to be indirect by nature, which calls for the use of more comprehensive models in leadership studies. Based on these findings, the use of intervening constructs and leadership impact are discussed. (Contains 41 references, 3 figures and 8 tables.) (RJM)

ED 426 459 EA 029 523

Overview of Public Elementary and Secondary Schools and Districts: School Year 1996-97. Statistics in Brief.
PUB DATE- 98
NOTE- 14p.; For the 1995-96 edition, see ED 418 509.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; Elementary Secondary Education; Government Publications; *Public Schools; School District Size; *School Surveys; *Statistical Surveys; *Student Characteristics; Tables (Data)

In the 1996-97 school year, 86,058 public schools provided

2nd ed. (ED 351 391); see ED 351 390 for Vol. 1.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Evaluation; *Feedback; *Management Development; *Measurement Techniques
IDENTIFIERS- *Management Information Feedback System; Management Practices; Management Skills

This volume describes 24 publicly available multiple-perspective management-assessment instruments that relate self-view to the views of others on multiple management and leadership domains. Each instrument also includes an assessment-for-development focus that scales managers along a continuum of psychometric properties, and "best practices" for management development. The instruments reviewed are: (1) "Benchmarks"; (2) "Campbell Leadership Index" (CLI); (3) "COMPASS: The Managerial Practices Survey"; (4) "Executive Success Profile" (ESP); (5) "Survey of Executive Leadership" (EXEC); (6) "Leader Behavior Analysis II" (LBAII); (7) "The Visionary Leader: Leader Behavior Questionnaire" (LBQ); (8) "Leadership Effectiveness Analysis" (LEA); (9) "Acumen Leadership Skills" LEADERSHIP SKILLS; (10) "Leadership/Impact" (L/I); (11) "Leadership Practices Inventory" (LPI); (12) "Life Styles Inventory" (LSI); (13) "MANAGER VIEW/360"; (14) "Matrix: The Influence Behavior Questionnaire" (MATRIX); (15) "Management Effectiveness Profile System" (MEPS); (16) "Multifactor Leadership Questionnaire" (MLQ); (17) "The PROFILER"; (18) "PROSPECTOR"; (19) "Survey of Leadership Practices" (SLP); (20) "The Survey of Management Practices" (SMP); (21) "System for the Multiple Level Observation of Groups" (SYMLOG); (22) "Types of Work Index" (TWI); (23) "VOICES"; and (24) "Acumen Leadership Work Styles" (WORKSTYLES). Three aspects are described for each instrument: (1) descriptive: author; vendor, copyright date, purpose, target audience, cost, scoring and certification procedures, duration, format, and raters; (2) research: origins, scales, scale definitions, samples, cautionary statement, and instrument reports; and (3) training: sample instrument, sample feedback report, and training materials. (RIB)

ED 426 478 EA 029 576

Lockwood, Anne Turnbaugh
Lessons from Four Reforms: Learning from Research and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 39p.; Journal formerly titled "New Leaders for Urban Schools."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Change Strategies; *Educational Change; Educational Improvement; Educational Practices; Elementary Secondary Education; Program Effectiveness; Theory Practice Relationship
IDENTIFIERS- Accelerated Schools; Coalition of Essential Schools; School Development Program; Success for All Program

Texas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 111p.; For other documents in this series, see EA 029 602 and ED 401 619.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Charter Schools; Educational Change; Elementary Secondary Education; *Parent Participation; Parent School Relationship; School Restructuring; Theory Practice Relationship
IDENTIFIERS- *New Mexico; *Texas

The Southwest Educational Development Laboratory produced a three-part series on the initiation of charter schools and their impact on education in the southwestern United States. This booklet marks the last of the series. It describes what early charter-school organizers in New Mexico and Texas proposed doing to create better learning environments for students, better working conditions for teachers, and more accountable and successful schools. The report is based on a systematic review of 24 approved charter-school applications in New Mexico and Texas. The review examines the proposed structures and programs in these schools against a framework--taken from James P. Connell's "First Things First"-- for successful school-site reform. The text highlights the extent to which charter-school designs in these states incorporate features that research and practice suggest will lead to meaningful change and improved educational outcomes for students. The analysis is organized to reveal trends and patterns within each state. The approach gives policymakers, educators, and parents a way to identify some of the educationally significant elements of the school environments that characterize early charter-school designs in New Mexico and Texas, highlighting these schools' potential to produce better educational outcomes for students. Four appendices describe legislative and charter-school information. (RJM)

ED 426 497 EA 029 602

McGree, Kathleen M.; Mutchler, Sue E.
Variations on Autonomy: Charter School Laws in the Southwestern Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 101p.; For other documents in this series, see EA 029 601 and ED 401 619.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; Educational Change; *Educational Legislation; Elementary Secondary Education; Models; *School District Autonomy; School Law; *School Restructuring
IDENTIFIERS- *United States (Southwest)

Advocates of charter schools claim that the degree of autonomy that legislatures grant charter schools plays a large role in the success of these schools. This report describes an analysis of how legislation in Arkansas, Louisiana, New Mexico, and Texas is transforming the concept of charter schools into an education-reform opportunity for educators, parents, and community members. The text focuses on the legislative tremendously in terms of key school characteristics, that students with disabilities attending charter schools are entitled to the same due-process protection as those attending other public schools, that districts and states may not be holding charter schools rigorously accountable for academic outcomes, and that relatively few charter-school operators have received training as education administrators. An annotated bibliography appears in an appendix. (Contains 24 references.) (RJM)

ED 426 516   EA 029 786

Snyder, Thomas D.; Hoffman, Charlene M.; Geddes, Claire M.
Digest of Education Statistics, 1998.
PUB DATE- 99
NOTE- 647p.; For the 1997 digest, see ED 411 612.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Degrees (Academic); *Demography; Education Work Relationship; *Educational Attainment; *Educational Finance; Elementary Secondary Education; *Enrollment; Expenditures; Federal Aid; Federal Programs; Foreign Countries; Government Publications; Higher Education; Income; *Outcomes of Education; Parent Participation; Preschool Education; *School Personnel; Statistical Data; Student Financial Aid; Tables (Data)
IDENTIFIERS- *National Center for Education Statistics

This 1998 edition of the "Digest of Education Statistics" is the 34th in a series of publications initiated in 1962. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The digest includes data from many government and private sources, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). The publication contains information on a variety of topics, including the number of schools and colleges, teachers, enrollments and graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information is provided on population trends, attitudes on education comparisons, education characteristics of the labor force, government finances, and economic trends. The digest is divided into seven chapters: "All Levels of Education," "Elementary and Secondary Education," "Postsecondary Education," "Federal Programs for Education and Related Activities," "Outcomes of Education," "International Comparisons of Education," and "Learning Resources and Technology." The introduction includes a brief overview of current trends in American education. The data show that in fall 1998 about 75 million people were involved, directly or indirectly, in providing or receiving formal education. Assessment data indicate that there have been improvements in mathematics and science performance between 1986 and 1996. A high proportion of high school graduates are going on to college. Yet, wide variations in student proficiency from state to state and mediocre mathematics scores of American students in international assessments pose challenges. The appendix contains a guide to tabular presentation, a guide to sources, definitions, 11 tables, and an index. In addition to updating many of the statistics that have appeared in previous years, this edition contains a significant amount of new material, including parental involvement in education-related activities;

Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; Delivery Systems; *Emotional Disturbances; Evaluation Methods; Mental Disorders; *Mental Health; Models; Outcomes of Treatment; Parent Attitudes; *Research Design; *Research Methodology; Residential Programs
IDENTIFIERS- Case Management

This collection of papers presented at a 1996 conference on children's mental health focuses on research methodology and information systems. Papers have the following titles and authors: (1) "Parental Agreement on Ratings of Child Behavior: Measures of Agreement and Related Factors" (Carol T. Nixon, William E. MacLean); (2) "CAFAS as a Measure of Child and Family Functioning among Children and Families Enrolled in Intensive Case Management in New York State" (Steven Huz and others); (3) "The CAFAS as an Outcome Measure in the Alternatives to Residential Treatment Study" (Kimberly S. Hall and others); (4) "An Innovative Methodology for Assessing Children's Mental Health Services Need" (Rene C. Grosser and Alan J. Flisher); (5) "Developing an Effective, Standardized Client Information System for Child Mental Health Treatment Centers" (Denise Hallfors and others); (6) "Enhancing the Methodology of Social Validation: A Survey of Child and Family Service Issues" (D. Kevin Gillespie); (7) "Making 'Cents' of Outcome Measures in a Partial Hospitalization Setting" (Pamela Gullye Smith and Carol M. Smerz); (8) "A Functional Integrator in Systems of Care Research on an Operational Language for Service Planning" (Gordon Harper and others); and (9) "An Alternative Approach to the Study of the Children's Mental Health Service Systems: Anthropological Models" (Jini M. Hanjian). (Individual papers contain references.) (DB)

ED 426 536 EC 306 969

Utilization Research. Chapter 11.
PUB DATE- 96
NOTE- 20p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Bias; Black Youth; Children; Community Programs; *Delivery Systems; *Emotional Disturbances; Mental Disorders; *Mental Health; Program Evaluation; Referral; Research and Development; *Research Utilization; *Theory Practice Relationship; Urban Youth; Whites

This collection of papers presented at a 1996 conference on children's mental health focuses on utilization research. Papers have the following titles and authors: (1) "Information Equity: A Critical Component of Strong Service Systems" (Catherine Batsche and Allison Metcalf); (2) "Utilization of Children's Mental Health Services: Differentiating Families Who Use Community-Based Services from Those Who Do Not" (Frances Johnson Niarhos and others); (3) "Children's Mental Health Needs and Services in an Urban Area: Mapping and Analysis" (Theodore Fallon); (4) "Addressing the Barriers to Mental and possible statistical models for using subjects as their own control. (Contains over 150 references.) (CR)

ED 426 555 EC 306 991

Evaluation of Early Intervention in Washington State. Literature Summary: Acronyms, Summaries of Selected Research Studies, Theoretical Viewpoints, Bibliography.
PUB DATE- 98
NOTE- 117p.; For related document, see EC 306 990.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disabilities; Early Childhood Education; Early Intervention; *Educational Strategies; Exceptional Child Research; Infants; *Outcomes of Education; *Program Effectiveness; Research Projects; *Teaching Methods; Toddlers
IDENTIFIERS- Washington

This report summarizes research studies on the effectiveness of early intervention for children with disabilities in Washington state. In chart form, each summary includes information on the study program, study group, description of the research, outcome measures, and the results of the study. It includes 34 research studies and 20 theoretical research studies. (Contains over 300 references.) (CR)

ED 426 556 EC 306 992

Enhancing Co-operation between Mainstream and Special Education. Thematic Group 9. Helios II Programme.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; *Disabilities; *Educational Legislation; Elementary Secondary Education; Foreign Countries; Incidence; Inclusive Schools; *Mainstreaming; Parent Role; Program Effectiveness; *Regular and Special Education Relationship; *Special Education; Staff Role; Teacher Education

This booklet discusses mainstream and special education interaction through the experiences and conclusions of a working group of persons with disabilities, parents, administrators, mainstream teachers, teachers in special education, therapists, and professionals in special needs from 10 European countries. It focuses upon the special needs education systems in Austria, Belgium, Denmark, France, Germany, Ireland, Holland, Portugal, Spain, and the United Kingdom. Part 1 presents fundamental principles for cooperation between special and mainstream education and essential elements for cooperation and transition to an open environment. Elements include the role of parents, the role of professionals, assessment, curriculum, classroom practice, technology, and financing. Part 2 provides brief outlines of special needs education systems in the 10 participating countries, including the country's legislation, facts and figures on children with special needs, overall organization, types of provision, and future actions. It then describes examples of good practice in the area of mainstream/special education. Contact information is provided for each program that is profiled as a good example of regular and special education cooperation. (CR) (gsf) per student figures. This report provides revised numbers based on responses from its Design Portfolio winners over the past 5 years. Average national averages of square footage space per student for Canada and the continental United States reveal the following ranges: 70.1 to 111.5 gsf for elementary schools buildings; 81.2 to 154.4 gsf for middle schools buildings; and 101.9 to 160.7 gsf for high schools buildings. It also discusses issues about the importance of class size and the implications for educational facility planners; and the factors influencing the area per student, including program characteristics, number of students, and student characteristics. (GR)

ED 426 575 EF 005 151

Honeyman, David S.; Sayles, Karen
The Condition of America's Schools.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Building Obsolescence; Construction Costs; *Educational Facilities Improvement; Educational Finance; Elementary Secondary Education; *Public Schools; School District Spending
IDENTIFIERS- *Building Maintenance

Several studies have documented the condition of U.S. school facilities from the early 80s to the present. This report provides an overview of these major studies, presenting data that assess school construction over the decades, the levels of deferred maintenance and proportion of local school budgets devoted to maintenance, the condition and adequacy of school facilities, and the average cost of construction and replacement costs of school buildings. Each study indicates that many school buildings are either inadequate to house current student populations, are inadequate for current modes of instruction, or require major repair or renovation. Among the other findings are that the average building was built in 1946 and that deferred maintenance on this average building approached $300,000. It also indicates that nearly 5 million children attend school in substandard buildings and that the funds available for correcting these conditions are often absorbed by non-deferrable expenses such as utility bills. (Contains 15 references). (GR)

ED 426 576 EF 005 164

Regulatory Negotiation Committee on Accessibility Guidelines for Play Facilities. Final Report.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (For Disabled); *Compliance (Legal); *Educational Facilities Design; Elementary Secondary Education; Guidelines; *Playgrounds; Special Needs Students

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Pluralism; *English; *English Only Movement; Federal Government; Immigrants; *Language Attitudes; *Language Role; *Official Languages; Public Policy

The history of the movement to establish English as the single official language of the United States (official English or English-only movement) is chronicled from the drafting of the Constitutions to the present, with emphasis on developments since the 1980s. Increasing interest in the early 1980s is attributed to political factors and demographic trends that emphasized a renewed commitment to "American" values. Stated and unstated goals of the proposed policy are discussed, and a historical tendency toward "language restrictionism" is traced from the early days of the United States through a number of distinct periods in which immigration rates were elevated. Recent legislative efforts of the English-only movement are detailed, and the role and policies of the political lobbying organization, US English, in this movement are explored. In conclusion, all individuals involved in English language education are encouraged to oppose official English legislation. (Contains 13 references.) (MSE)

ED 426 600 FL 025 644

Spaventa, Lou
The Resolution of Identity in a Cross-Cultural Crisis.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meetings of the Association for Asian Studies (New Orleans, LA, April 11-14, 1991) and the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998). This paper is revised version of a paper entitled, "December 7, 1985: Korean Student Occupation of the American Cultural Center in Kwangju, Korea--Autobiography as History."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; Case Studies; *English (Second Language); *Identification (Psychology); *International Relations; Language Patterns; *Language Role; Language Teachers; Language Usage; Personal Narratives

This paper describes an educator's decision to change careers from that of foreign service officer to teacher of English as a Second Language is traced to a December 1985 event in Korea in which the American Cultural Center in Kwangju was occupied by protesting Korean students. Analysis of this event and its effect on the educator focuses on the interaction of culture, language, and personal identity within an individual in such a cross-cultural crisis. The event is described, and the ways in which public institutions and figures (American and Korean), the Korean press, participating students, and the Korean public responded are examined. The sit-in is then analyzed in terms of the language used by the protesting students, and the educator examines his own behavior during the event. It is concluded that the educator resolved his own personal crisis within the context of this international/intercultural crisis. Appended materials include reflections on the event written immediately after its occurrence and a list of questions for discussion of the paper. (Contains 22 references.) (MSE)

The challenges faced in production of the exams included: how to equalize and maintain test item and text reliability for up to seven exam versions; how to modify yet retain validity in multiple test versions created from a limited base of course objectives; how to vary test items and text subject matter while safeguarding reliability and security; and how to produce culturally sensitive but interesting and applicable test materials for Gulf Arab students. A comparative-descriptive statistical analysis of exam success and failure rates for three levels of English during the fall 1996 testing periods (n=312 exams) is also reported. (Contains 16 references.) (MSE)

ED 426 623 FL 025 680

Woodward, Tessa, Ed.
The Teacher Trainer, A Practical Journal Mainly for Modern Language Teacher Trainers, 1996.
PUB DATE- 96
NOTE- 109p.; For volumes 3-12 (1989-1998), see ED 335 964, ED 335 954, ED 341 256, ED 356 642, ED 404 844, ED 376 730, ED 388 111, FL 025 680, FL 025 681, and FL 025 682, respectively.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Dialog Journals; Foreign Countries; Higher Education; Immigrants; Inservice Teacher Education; *Language Teachers; Lesson Plans; Meetings; Metaphors; Multiple Intelligences; Preservice Teacher Education; Scheduling; Second Language Instruction; *Second Languages; Sex Differences; *Teacher Education; *Teacher Education Curriculum; Teacher Student Relationship; Vocational Adjustment
IDENTIFIERS- China; French People; India; United Kingdom

The three issues of the journal on second language teacher education include these articles: "We Need More and Different Flags" (Agnes Martin); "Dealing with Timetabling on Second Language Teacher Training Courses" (Craig Thaine); "Interview with Jill Florent"; "Haiku Idea" (Tim Hahn); "The Hidden History of a Lesson or Who Trained Me?" (Mario Rinvolucri); "Language Matters" (David Crystal); "Micro-Planning: A New Technique in In-Service Training" (Mihaela Tilinca); "Using Unseen Observations for and IST Development Programme" (Phil Quirke); "Breaking Down Barriers: The Adjustment of Immigrant Teachers to New Educational Frameworks" (Ephraim Weintroub); "The Post-PPP Debate: An Alternative Model?" (Clive Lovelock); "Suitcases, a Training Idea" (Rod Bolitho); "On 'Control' in Second Language Teaching Classrooms" (Zuo Biao); "Who Trains the Trainers? School-Based Mentorship and the Future of Teacher Training" (J. R. A. Williams); "Indian Problems and Indian Solutions" (M. N. K. Bose); "Meet a Colleague" (Margaret Szesztay); "Language Matters 'Sleaze'" (John Ayto); "The Use of Metaphor in Post Lesson Feedback" (Simon Marshall); "Trainee Voices...One Way of Hearing Them" (Tessa Woodward); "'Were You Wanting To Play?' A Reply to Peter Grundy" (Tony Penston); "A Human Rights Approach to Teacher Training" (F. Gomes de Matos); "'The Look': Observations on Observation" (Tom Farrel); "'Double TP' The Value of Teacher Trainees Repeating Their Practice Lessons" (David Bell); "Micro-Teaching Feedback Styles--An Investigation of Trainee Preference" (Jill Cadorath); "'ARC': Does It Have Restricted Use?" (Scott Thornbury); "Professional Language-Is It Useful or Is It a Restriction Close to Censorship?" (Tessa Woodward); "Career Pathways" (Rod Bolitho); "The Attitudes of French National son a UK PGCE Course" (Beatrice Davies); and "Train Ourselves First?" (Wu

ED 426 182 CE 076 687

Craig, David G., Ed.; Kirby, Barbara M., Ed.
Omicron Tau Theta Annual Professional Studies Seminar Proceedings (1st, Nashville, Tennessee, December 3, 1993).
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Agricultural Education; Allied Health Occupations Education; Black Students; Career Exploration; Classroom Environment; Economic Status; Educational Research; Evaluation Methods; Foreign Countries;
IDENTIFIERS- African Americans; Appalachia; Carl D Perkins Voc and Appl Techn Educ Act 1990; Impact Studies; Japan; North Carolina; Outward Bound; Virginia

This proceedings includes the following papers: "The 'Thoughtful' Health Practitioner: A Study of a Theoretical Basis for Critical Inquiry Regarding Liberal Arts in Health Professions Curricula" (Mary Jo Belenski); "Secondary School Vocational Program Performance Standards and Measures: Virginia's System of Locally Directed Evaluation" (Ann Echols, Donald E. Elson, F. Marion Asche); "The Instructional Environment of High School Classes: Outcomes of a Five-Year Observation Study" (B. June Schmidt, Margaret S. Isom); "The Impact of Population Density on the Likelihood of Aid to Dependent Children (ADC) Clients Becoming Economically Self-Sufficient" (Mary K. Benedixen-Noe, B.J. Mitias, William L. Hull); "Perceptions of Japanese Training and Development Professionals toward the Job Roles and Competencies Identified by American Training and Development Professionals" (Arthur I. Monegain, Larry R. Jewell); "Perceptions of North Carolina Building Level Administrators toward Vocational Education Programs in Agricultural Education and Technology Education" (Larry R. Jewell); "The Effect of an Outward Bound Course on Two Dimensions of Teachers' Sense of Efficacy" (Robert Allan Sills); "Mentoring African-American and Euro-American Doctoral Students in a Mid-Western, Pubic Research University" (Donald Laurent Sloan); "Teaching Performance among Middle Grade Career Exploration Teachers as Compared to Variable Certification Levels and Attributes" (Barbara Malpiedi Kirby, Larry R. Jewell, J. David Edwards); and "Predicting Organizational Commitment through Work Related Rewards for Marketing Education and Health Occupations Education Teachers" (Beverly Richards, Terrance O'Brien, Duane Akroyd). Many papers include substantial bibliographies. (MN)

ED 426 183 CE 076 769

101 Brilliant Ideas for Local Partnerships. First Edition.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agency Cooperation; *Community Involvement; Demonstration Programs; Drug Abuse; Economically Disadvantaged; Family Violence; Housing; Labor Force Development; Mental Health Programs; Public Agencies; *State Programs; Supported Employment; *Welfare Recipients; *Welfare Services

Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Curriculum Development; *Education Work Relationship; *English (Second Language); *Entry Workers; *Food Processing Occupations; Job Skills; On the Job Training; Outcomes of Education; *Program Effectiveness; Program Evaluation; School Business Relationship; Second Language Instruction; Skill Development; *Workplace Literacy
IDENTIFIERS- Opportunities Industrialization Centers; Yakima Valley

This document consists of an evaluation report and a curriculum guide from a National Workplace Literacy project designed to demonstrate the process and effects of literacy classes held in work environments through the Yakima Valley (Washington) Opportunities Industrialization Center. The report notes the following results: (1) of 1,976 workers indicating interest in the project, 1,050 registered for classes, 127 workers had limited participation in the classes, and 88 participated fully; (2) given 40 hours of instruction, participants gained in job enhancement, completion of educational goals, and acquiring transferrable communication skills; (3) business and industry partners found it difficult to sustain support in seasonal and economic peak times; (4) participants' interest in education extended beyond basic literacy skills; and (5) the effects of workplace literacy extended into other aspects of participants' lives. Appended to the evaluation are competency tests and data collection forms. The curriculum guide begins with the following: the development process, an introduction to the agriculture industry in Yakima Valley, program factors, program development, definitions, information about the sequencing of instructional units, and the task analysis process. The remainder of the guide includes lesson plans for English as a second language levels A and B. For each competency area, the following are provided: state competencies addressed, hours of instruction, instructional objectives, materials/methods, grammar focus, learning activities, assessment, and tests and worksheets. The final section addresses writing assessment. (KC)

ED 426 201 CE 077 655

Hill, Allison
Success Skills for Textile Workers. Workforce 2000 Partnership. Workplace Literacy Project. End-of-Project External Evaluation Report. November 1, 1994-October 31, 1997.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Curriculum Development; *Education Work Relationship; Fashion Industry; *Institutional Cooperation; Job Skills; *Manufacturing Industry; *On the Job Training; Outcomes of Education; Program Evaluation; School Business Relationship; Skill Development; *Workplace Literacy
IDENTIFIERS- *Textile Industry

A 3-year workplace literacy project combined the resources and efforts of a junior and a technical college, literacy education providers, and businesses to implement an assessment and education program for textile workers. The program included of professions. In general, the professionals interviewed had a "lukewarm" attitude toward SDL. Many participants expressed equal satisfaction with SDL and TDL. When asked about particular SDL and TDL experiences, interviewees focused on the appropriateness of the method for the particular course. Where a clearly defined body of knowledge had to be mastered (for example, in accounting), the professionals clearly preferred a teacher-directed classroom. Special attention was paid to the comments of an individual responsible for training at a large federal government agency, who expressed the view that technical skills and conceptual skills are the employer's responsibility, whereas "people skills" should be learned by employees before they are hired. It was concluded that the appropriate use of TDL and SDL is determined by several factors and that adult educators must consider the following before designing TDL or SDL programs: the learner's psychological makeup, knowledge level, and experience; learner motivation; and course content. (MN)

ED 426 219 CE 077 843

Writers at Work, Fall 1995-Fall 1996.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 221p.; Product of the Casco Bay Partnership for Workplace Education. For related documents, see CE 077 844 and CE 077 859.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Education Work Relationship; Federal Programs; Job Skills; Literacy Education; On the Job Training; School Business Relationship; Student Publications; *Workplace Literacy; Writing for Publication; Writing Instruction
IDENTIFIERS- *Maine (Casco Bay)

This document consists of four consecutive issues of a literary magazine written by adult workplace literacy students of the Casco Bay (Maine) Partnership for Workplace Education. The Partnership was a federally funded workplace literacy program that provided customized basic skills education at seven business sites in the Portland area, serving more than 2,000 employees from 1993-96. Students who contributed to this magazine wrote their own material and focused on their own experiences and accomplishments. Drawings and photographs are also included. (KC)

ED 426 220 CE 077 844

Clasby, Miriam
The Voices of Learners at Work. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 78p.; Product of the Casco Bay Partnership for Workplace Education. For related documents, see CE 077 843 and CE 077 859.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Education Work Relationship; *Institutional Cooperation; Job Skills; Literacy Education; On the Job Training; Program Effectiveness; Program Implementation; *School Business Relationship;

*Industrial Training; Job Skills; Labor Market; Managerial Occupations; Manufacturing Industry; Needs Assessment; Office Occupations; Postsecondary Education; Professional Occupations; Retailing; Semiskilled Occupations; Service O *Australia
IDENTIFIERS- *Australia

This book, which is intended primarily for Australia's vocational education and training (VET) sector, industry decision makers, and policymakers, provides an overview of occupational trends and the current training effort relating to occupations in Australian industry. Chapter 1 traces economic and labor market changes and the changing qualifications profile of Australia's work force since 1987. In the remaining 17 chapters, industry-specific information is provided about the sectors of Australia's economy: agriculture, forestry, and fishing; mining; manufacturing; electricity, gas, and water; construction; wholesale; retail; accommodation, cafes, and restaurants; transport and storage; communication services; finance and insurance; property and business services; government administration and defense; education; health and community services; cultural and recreational services; and personal and other services. The following information is discussed for each sector: the sector's relative size, activity, and role in Australia's economy; employment trends; occupational composition; qualifications profile; occupational trends and skill shortages; hours of work and earnings; geographic distribution; training available; employer satisfaction with VET; VET graduates in the sector; employer support for training; training issues in the sector; and emerging VET issues in the sector. Included throughout the book are 262 tables/charts. (MN)

ED 426 240 CE 077 903

Volkoff, Veronica; Golding, Barry
Vocational Education and Training for People from Non-English-Speaking Backgrounds. Review of Research.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Educational Demand; Educational Opportunities; Foreign Countries; *Immigrants; *Job Training; Language Minorities; *Limited English Speaking; *Non English Speaking; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

Research on the provision of vocational education and training (VET) for Australia's very culturally diverse work force with non-English-speaking backgrounds (NESBs) considers the extent and nature of the disadvantage. The current definition of NESB limits membership to those born overseas; a proposed two-pronged approach is based on "first language spoken" or "main language spoken at home" combined with "other measures of potential disadvantage." Influences on NESB learner diversity are as follows: migration over time; birthplace, age, language, and culture; migration category; settlement location; and literacy, education, occupation, and work. Although NESB people's participation in VET parallels that of the general population overall, they are overrepresented in the lower skill level preparatory courses. Influences on NESB participation and VET outcomes include the following: place of birth and first language; gender; prior educational attainment; labor force

DESCRIPTORS- Adult Basic Education; Adult Literacy; Algebra; Arithmetic; Basic Skills; Behavioral Objectives; Calculators; Classroom Techniques; Community Colleges; *Competency Based Education; Curriculum Guides; Fractions; *Functional Literacy; Geometry; Learning Activities; Lesson Plans; *Literacy Education; Mathematical Formulas; *Mathematics Skills; Measurement Techniques; Numeracy; *Partnerships in Education; Performance Based Assessment; School Business Relationship; Two Year Colleges; *Workplace Literacy
IDENTIFIERS- *Job Related Mathematics

This document, which is intended for workplace trainers, contains materials for conducting five workplace mathematics courses that were developed through the Workplace Training Project, a partnership involving Lane Community College in Oregon and five area businesses. The five courses, which were developed by project staff based on the business partners' input regarding the mathematics skills required of employees at their specific worksites, were presented to 419 students. The course titles are as follows: basic math; fractions and measurement in the workplace; fractions/decimals/formulas in a workplace setting; calculators in the workplace; and geometry/algebra. The following materials are included for each course: course description; student outcome objectives; description of target student population; description of class environment; suggested instructional techniques; syllabus of course activities; learning activity sheets; student handouts; student worksheets; sample problems; and substantial bibliography. Each learning activity sheet contains the following: introductory activities; list of resources and materials needed; description of the instruction process; performance assessment methods and results; and comments. (MN)

ED 426 257 CE 077 940

Denny, Verna Haskins
Self-Directed Workplace Literacy Distance Learning for Developmental Disabilities Workers. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 85p.; For other "Self-Directed Workplace Literacy Distance Learning" reports, see ED 425 282-284.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Agency Role; *Allied Health Personnel; Computer Uses in Education; Demonstration Programs; Developmental Disabilities; *Distance Education; Educational Technology; Formative Evaluation; Guidelines; Higher Education; *Independent Study; Information Dissemination; Instructional Materials; *Literacy Education; Material Development; Models; Outcomes of Education; Partnerships in Education; Program Effectiveness; Questionnaires; Staff Development; State Agencies; Student Attitudes; Summative Evaluation; Unions; *Workplace Literacy
IDENTIFIERS- New York

The Self-Directed Workplace Literacy Distance Learning Project demonstrated a model workplace literacy program that helped direct care workers in state-operated developmental disabilities facilities improve their literacy skills for a changing workplace. During the project, 268 New York State Office of Mental Retardation and Developmental Disabilities employees who aspired to developmental aide jobs spent 4 hours weekly over 24 weeks in self-directed, self-paced instruction

The Financing of Vocational Education and Training in Denmark. Financing Portrait. CEDEFOP Panorama.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Continuing Education; *Education Work Relationship; *Educational Finance; Educational Legislation; Entry Workers; *Financial Support; Foreign Countries; *Job Training; On the Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; Tables (Data); Unemployment; *Vocational Education
IDENTIFIERS- *Denmark

The financing of vocational education and training (VET) in Denmark was evaluated through consultations with various bodies, including the following: Denmark's Ministry of Labor and Ministry of Education, Danish Employer's Confederation, Confederation of Danish Industry, Danish Confederation of Trade Unions, Association of County Councils, and National Organisation of Local Authorities. Although initial vocational training (IVT) was financed primarily by public sources through state grants, private and public employers also contributed to its overall financing through Denmark's Collective Employer Fund, which provides subsidies to companies to compensate them for employing students. The role of publicly financed continuing vocational training (CVT) was increasing; however, Danish workplaces were still financing a significant part of CVT. Funding of VET for unemployed individuals was dominated by public funding from the Danish government and from the European Social fund. Spending on all forms of VET in Denmark has increased significantly in recent years; however, the Danish government recently announced that no new state activity-related subsidies (called "education taximeter") will be introduced until the existing ones have been evaluated. (Thirty-four figures/tables are included. Appended are the following: regulatory and enabling legislation, glossary, and 39 references.) (MN)

ED 426 274 CE 077 962

Workplace Education Guide, 1999.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Community Colleges; *Curriculum Development; Employer Employee Relationship; Guides; *Literacy Education; *Needs Assessment; Program Evaluation; Student Evaluation; Two Year Colleges; *Workplace Literacy

These eight chapters share diverse experiences, lessons, and tips gleaned by the Massachusetts Workplace Literacy Consortium. "Workplace Needs Analysis (WNA)" (Harneen Chernow, Emily Singer, Jenny Lee Utech) focuses on the Worker Education Program's (WEP's) strategy, including tools, access, interviews and focus groups, presenting findings to the Planning and

ED 426 293 CE 078 011

Kisner, Mary J.; Marks, Renee
Multiskilled Health Technician: Developing a V-TECS Curriculum Guide. Final Report.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations; Allied Health Occupations Education; *Curriculum Development; Educational Research; Emerging Occupations; High Schools; *Job Development; *Job Skills; *Medical Services; Occupational Information; On the Job Training; Paraprofessional Personnel; *Technical Occupations
IDENTIFIERS- *Multiskilling; Vocational Technical Education Consortium States

A Vocational-Technical Education Consortium of States (V-TECS) curriculum was developed for a new job title, the "multiskilled health technician." A traditional task analysis method was not feasible, since the occupation does not exist. Instead, the project defined the occupation and developed the duties and tasks as a hybrid of many occupations. A literature review identified specific health occupations that did not require licensure for employment. Twenty-nine occupations were defined as entry level, attainable with a high school education and on-the-job training, as opposed to formal postsecondary education. The occupational groups were divided into health services workers and health technicians. A general list of duties and tasks performed by each occupation was created and consolidated with a list generated by a panel of health professionals. The sample consisted of incumbent workers selected by contacts in various health settings and by hospitals, pharmacies, clinics, doctors' offices, and nurses who were hand-delivered surveys. Of 350 surveys, 67 were returned. Most multiskilled technicians worked in a nontraditional setting, usually not hospitals; most had only high school diplomas; and most had worked in the health care field for less than 10 years. From the survey results, a list of the top 18 skills needed by the multiskilled health technician was compiled and grouped in three categories: work ethic, health-related skills, and communication skills. (YLB)

ED 426 294 CE 078 014

Askov, Eunice N.
Evaluation Report of the Wisconsin Technical College System National Workplace Literacy Program Grant.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; Educational Benefits; Inplant Programs; *Participant Satisfaction; Program Evaluation; School Business Relationship; *Skill Development; *Technical Institutes; *Transfer of Training; Two Year Colleges; *Workplace Literacy
IDENTIFIERS- *Wisconsin Technical College System

An external evaluator worked with the project team of the

Regulation Changes: Impact Upon Counselor Status Enhancement" (R.L. Schnell); "Arguments Against the Counselor's Loss: Have You Cages a Raven?" (C.M. Milde, R.A. Humphrey); "Supervision: An Essential Multicultural Training Tool" (C.C. Holcomb-McCoy); "Indicators of Sexual Abuse: A School Based Perspective" (D.A. Creamer); "Counseling Students' Perspectives on Training in Diversity Issues" (L.J. Guth, J.M. Tyler, K. McDonnell, D. Lingle); "Ordinal Position and the Myers-Briggs Type Indicator" (T. Bordan, M.S. Demshock). (EMK)

ED 426 312 CG 028 677

Ungerleider, Steven, Ed.
The Prevention Researcher, 1998.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *At Risk Persons; *Counseling; Counselors; Cultural Pluralism; Elementary Secondary Education; Ethnicity; Health Education; Hispanic Americans; *Prevention; *Research; School Counseling; Substance Abuse

As a service of Integrated Research Services, a non-profit organization, this newsletter reports on many facets of prevention research. Written in direct, accessible language, each issue provides a "snapshot" update on a specific topic. Some articles are reprinted (often in a briefer format) from other publications; others provide a synthesis of research and its applications in a particular area. The 1998 volume comprises three 12-page issues. The focus of Number 1 is "outreach to Hispanic students and their families" and includes the following articles: "Distinctive Traits of Hispanic Students" (J.A. Vasquez), which deals with adapting instruction to student learning characteristics; "School Involvement and Hispanic Parents" (L.M. Espinosa); "Coming of Age Ethnically: Teaching Young Adolescents of Color" (G. Gay); "An Empowerment Prevention Approach for Hispanic Youth" (F.J. Galan). Number 2 is focused on "community prevention models" and includes these articles: "Empowering Communities To Prevent Adolescent Substance Abuse" (T.W. Harachi, C.D. Ayers, J.D. Hawkins, R.F. Catalano, J. Cushing); "Community Readiness: A Tool for Effective Community-Based Prevention" (B.A. Plested, P.J. Thurman, R.W. Edwards, E.R. Oetting); "Project Northland: Outcomes of a Community-Wide Adolescent Alcohol Use Prevention Trial" (C.L. Perry, C.L. Williams). Number 3 covers "adolescent tattooing and piercing, concentrating on health risk education." Articles included are "Adolescent Tattooing" (M.L. Armstrong, K.P. Murphy); "Erasing the Tag of Gang Membership: The D-Tag Program" (B. Gurke); "Adolescent Body Piercing" (M.L. Armstrong, E. Ekmark, B. Brooks); "On Teenagers and Tattoos" (A. Martin). (EMK)

ED 426 313 CG 028 964

Littleton, Roosevelt, Jr.
An Overview of Black Adult Development Theories.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Black Culture; *Black Students; Blacks; College Students; Higher Education; *Individual Development;

Models for discerning a White counselor's racial identity development are reviewed and a "revised" model is presented. The new "stage-specific interactive model" makes use of "style shift counseling" to promote growth while meeting clients' developmental needs. Beginning with the "forming stage" of group development, the implications of the new model are discussed. The model addresses potential problems and interventions in each specific group stage for parallel, progressive, regressive, or crossed interaction modes between White group leaders and Asian members. Special attention is paid to the differences in culture-bound values, culturally encapsulated attitudes and beliefs, verbal and nonverbal communication styles, and the nature of interpersonal dynamics. (EMK)

ED 426 333 CG 029 019

Ferris, Alan R.
Student Attitudes towards Portfolios To Encourage Journal Reading.
PUB DATE- 98
NOTE- 10p.; Poster session presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Instructional Development; Methods Research; *Portfolio Assessment; Psychology; Student Attitudes

Student attitudes towards the use of portfolios to encourage journal reading are investigated in lower division psychology classes. Portfolios can be designed in various ways to meet different educational goals. It is also useful for undergraduates to read original research articles, but difficult to motivate them to do so. The intention of this portfolio approach is to provide students with an opportunity to explore the discipline of psychology freely without providing extra credit or having this reading be a large part of the final grade. Forty students from two classes were required to keep portfolios during the semester. Although several assignments were included in the portfolio, the major portion consisted of one-page reaction papers written in response to research articles that students selected off a list of journals from the library. They could read whatever interested them. A 14-item survey was used to evaluate the assignment after portfolios were handed in. The survey and details of procedures are included in this "poster" article. Students reported that they enjoyed the assignment, preferred the reading portfolio to doing a term paper on one subject, and felt that the portfolio was a good learning experience. (EMK)

ED 426 334 CG 029 021

Geslak, Lisa
Use of the MMPI and MMPI-2 with Persons with Bulimia.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bulimia; *Clinical Diagnosis; Eating Disorders; Females; *Personality Assessment

Teaching Methods

This book presents essays that offer a guide to understanding the elements necessary to bring good reading instruction to all children. It includes a list of follow-up actions accompanying each essay to assist administrators, teachers, and parents in applying this knowledge to their own instructional objectives. Essays in the book are: (1) "Overview of Reading and Literacy Research" (G. Reid Lyon); (2) "Teachers: A Key to Helping America Read" (Louisa C. Moats); (3) "Preventing Reading Failure by Ensuring Effective Reading Instruction" (Barbara R. Foorman, Jack M. Fletcher, and David J. Francis); and (4) "Comprehension: The Sine Qua Non of Reading" (Isabel L. Beck and Margaret G. McKeown). The book also provides author biographies and an explanation about the Council for Basic Education (CBE). (Each essay contains endnotes.) (CR)

ED 426 354 CS 013 363

Evans, Sue J.
Parent Power: Helping Your Child Become a Better Reader.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Elementary Education; Learning Strategies; *Parent Role; Reader Response; *Reading Aloud to Others; Reading Attitudes; *Reading Comprehension; Reading Habits; *Reading Improvement; Reading Interests; *Reading Motivation

This guide describes "Parent Power," a program designed to help parents help their children become better readers. The guide makes such suggestions as pre-reading the book before reading it to children; reading about a variety of subjects; and showing children the importance of reading by parents reading and modeling the reading process themselves. The guide contains sections entitled: (1) What Is Parent Power; (2) The Parent's Role; (3) How To Implement the Parent Power Program; (4) Parent Power, Preschool through Second Grade; (5) Parent Power, Third Grade through Sixth Grade; and (6) Suggested Authors. The guide's fourth and fifth sections are divided into sub-sections for getting started, using Parent Power techniques, and increasing comprehension. (CR)

ED 426 355 CS 013 364

NAEP 1992 Reading State Report for Alabama. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading

of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Kentucky, 2,752 students in 119 public schools were assessed. This report describes the reading proficiency of Kentucky fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Kentucky on the NAEP reading scale was 214 compared to 216 nationwide. (SR)

ED 426 369 CS 013 378

NAEP 1992 Reading State Report for Louisiana. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Louisiana; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Louisiana, 2,848 students in 111 public schools were assessed. This report describes the reading proficiency of Louisiana fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In North Dakota, 2,158 students in 120 public schools were assessed. This report describes the reading proficiency of North Dakota fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in North Dakota on the NAEP reading scale was 227 compared to 216 nationwide. (CR)

ED 426 384 CS 013 393

NAEP 1992 Reading State Report for Ohio. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Ohio; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Ohio, 2,580 students in 108 public schools were assessed. This report describes the reading proficiency of Ohio fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are

Schools; Instructional Effectiveness; *Integrated Curriculum; *Language Arts; Learning Activities; Listening Skills; Reading Writing Relationship
IDENTIFIERS- Reading Speaking Relationship; Speaking Writing Relationship

This paper responds to the fact that in some schools reading, grammar, literature, and vocabulary are still taught separately, despite instructions and staff development which suggest use of an integrated method. The paper first synthesizes research and field-based data, and then offers practical applications of activities which coordinate the 9th-grade English curriculum--stating that the activities can be modified or used as a jumping-off point for many teachers. The paper describes areas/strands of writing (process, journal writing, and creative writing), reading, vocabulary, oral communication and listening skills, and research. Contains 31 references. (NKA)

ED 426 400 CS 216 554

Woodard, Cynthia
Developing Vocabulary Skills.
PUB DATE- 98
NOTE- 16p.; Course Project for "Supervision and Administration of a Reading Program," DeKalb County School System (Georgia).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Instructional Effectiveness; Lesson Plans; Prefixes (Grammar); Student Needs; Suffixes; *Teacher Role; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- DeKalb School District GA

In response to a directive to devise strategies to increase student performance in vocabulary development skills, as measured by standardized tests, this paper suggests some of the following strategies: (1) teach word origins and structural analysis; (2) use semantic mapping/webbing; (3) show students how to attack analogies; (4) read aloud; (5) dramatize; (6) show students how to use the dictionary; (7) cloze sentences; use computer programs. Two "practical solution strategies" and sample lessons are presented (along with accompanying activities). Appended is a table containing prefixes and suffixes that merit instruction. Contains 16 references and a list of 3 interviewees. (NKA)

ED 426 401 CS 216 555

Crawley, Mary
A Guideline for Assessing CD-ROM Software as Supplemental Material to Language Arts Instruction.
PUB DATE- 98
NOTE- 8p.; Course Project for "Supervision and Administration of a Reading Program," DeKalb County School System (Georgia).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Computer Software Evaluation; Elementary Secondary Education;

1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Objectives; College Freshmen; *Core Curriculum; *Curriculum Development; *General Education; Higher Education; Program Descriptions; *Speech Communication
IDENTIFIERS- *Cluster Courses; Curriculum Implementation; Curriculum Review Development and Implementation; *James Madison University VA

As early as 1993 James Madison University realized that a significant revision was necessary in its undergraduate core curriculum. A General Education Committee was formed which undertook a review and evaluation of 1352 objectives; the Committee produced and published a list of approximately 100 specific learning objectives. These learning objectives were then refined into clusters: Cluster 1, Skills for the 21st Century; Cluster 2, Arts and Humanities; Cluster 3, The Natural World; Cluster 4, Social and Cultural Processes; and Cluster 5, Individuals in the Human Community. The university then undertook the establishment of the office which would manage and supervise the design, development, delivery, and evaluation of the General Education program. All matriculated students are required to complete Cluster 1 during their freshman year. The faculty has created "Cluster 1 packages"--a package is a nine hour curriculum of course work, drawn from a variety of academic departments. Speech communication is the only discipline represented in every package and has evolved into the central player in Cluster 1. The 1997-98 academic year was the first year of the General Education program and the first full year of Cluster 1 implementation. Over 3000 freshmen were accommodated during the first two semesters, and the program's success is being measured by an intensive assessment program. The principal challenges facing Cluster 1 in general and speech communication in particular are continuing to refine the focus of cluster learning objective statements, the creation of appropriate assessment instruments, and the implementation of learning activities in cluster packages. (Contains 6 references. Appended is the Cluster 1 learning objectives list.) (NKA)

ED 426 422 CS 509 954

Fuller, Rex M.
Building a Mediation and Conflict Resolution Studies Curriculum Based on Competency.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; *Curriculum Development; *Higher Education; *Interpersonal Communication; Program Improvement; *Relevance (Education)
IDENTIFIERS- Communication Competencies; Conflict Management; *James Madison University VA; Learning Environment; *Mediation

David Pearce Snyder has predicted that "if a significant number of major mainstream institutions do not undertake publicly

(6) design/aesthetics. The Digest also lists several online sources of evaluation criteria for Web sites. Contains 8 references. (SR)

ED 426 441 CS 509 977

Kiedaisch, Jean
Using Language To Create Community: An Ethnographic Study.
PUB DATE- 98
NOTE- 19p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Educational Environment; Ethnography; Higher Education; *Interpersonal Communication; *Language Role; *Living Learning Centers; Participant Observation; Seminars; Student Attitudes
IDENTIFIERS- *Learning Communities; *University of Vermont

A study examined first-year students' out-of-class lives, focusing on the "potentially rich" environment created when students who are enrolled in a first-year seminar also live together. The students observed were members of the University of Vermont's Living and Learning Center. Both the living environment and the class were designed with community in mind. "The Ecology, Geology, and History of the Lake Champlain Basin" course was year-long, taught by three teachers from the disciplines represented by the course title, writing-intensive, and structured around field activities and collaborative projects. The participant/observer attended the class, went on field trips, and interviewed six students in a male suite and five students in a female suite every Friday afternoon throughout the fall and spring semesters. Both the male and female suites formed a community. However, the females did not get on as well together personally as the males did. Transcriptions of their conversations illustrate this. This research project has shown that just putting students together does not guarantee that they will form a learning community. In fact, for competitive students, assigning collaborative projects seems to increase tensions. The discovery that teachers have less control over how students "read" their classes was unexpected. To be pursued further is how the observer's questioning called forth some of the language of community building. (NKA)

ED 426 442 CS 509 978

Ragains, Alan C.
Storytelling in the Interpersonal Classroom: Bridging "Self" with Family History.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activity Units; Community Colleges; *Cultural Context; *Family History; *Interpersonal Communication; *Self Concept; *Story Telling; Student Participation; *Student

instruction to 45.6 million students in the United States. A statistical overview offers a profile of these schools and students. The majority of public school students, 98.2 percent, were enrolled in regular schools; 0.05 percent were in special education schools; 0.04 percent in vocational schools; and 0.09 percent in alternative schools. Information is provided on: (1) schools and community, such as the statistic that while 1 in 8 schools was located in a large city, 1 in 6 students attended large city schools; (2) primary, middle, and high schools; (3) school district grade spans and the finding that of the 14,422 regular school districts, 3,161 were responsible for only the elementary grades; (4) school district size, as measured by the number of students in membership; (5) student characteristics, including Free Lunch eligibility, individual education programs, and ethnic background; and (6) dropouts. The proportion of students who were reported as eligible to receive a free lunch ranged from a low of 12.4. percent in New Hampshire to a high of 69.3 percent in the District of Columbia. The key terms in the statistical tables are defined. The data appear in seven tables and are broken down by state. (JMD)

ED 426 460 EA 029 532

Thomas, Sally; Smees, Rebecca
Dimensions of Secondary School Effectiveness: Comparing the Findings from Four Academic Studies.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Foreign Countries; Instructional Effectiveness; Outcomes of Education; Performance Based Assessment; *Performance Factors; *School Effectiveness; Secondary Education; Student Development; *Student School Relationship
IDENTIFIERS- England; Netherlands; *Value Added; Wales

Much research has been devoted to ways in which schools influence students. To study this influence, the identification and definition of dimensions of school effectiveness across a range of outcomes and different geographical and educational policy contexts is presented here. The paper describes the findings from a 3-year study funded by the Economic and Social Science Research Council. The study aimed to extend current knowledge concerning the definition and measurement of secondary school effectiveness by contrasting the findings with new and extended analyses of several independent studies of school and departmental effectiveness. The text establishes the optimal multilevel model for measuring school effectiveness over a set period of time. It compares the optimal models across different geographical areas and educational systems in the United Kingdom (England and Scotland) and also abroad (The Netherlands). The study draws together the findings of these comparative analyses to build definitions of school effectiveness for the UK that encompass a range of different outcomes and also take into account different educational policy contexts. Finally, it addresses how the dimensions of school effectiveness may be operationalized and measured within a school evaluation framework in the UK. (RJM)

Numerous methods for school reform have been promoted in the United States. Some lessons about school restructuring, reform, and improvement are offered in this report. The text examines four current educational reforms: Henry Levin's Accelerated Schools Project, Theodore R. Sizer's Coalition of Essential Schools, James Comer's School Development Program, and Robert Slavin's Success for All. Key questions include: What are these programs' goals, strategies, and accomplishments? What evidence points to their effectiveness in schools? and What overarching principles from these reforms can be applied to a school or district? A synthesis of the four reforms is offered, followed by a selected bibliography. The common characteristics of these reform efforts are their emphasis on powerful or authentic instruction, their restructuring of pedagogy to accommodate shifts to higher order thinking skills and problem solving, their alteration of governance to include all stakeholders in the educational process, their facilitation of learning and instruction through structure changes, and their emphasis on acceleration rather than remediation. An indepth story of each reform as told by the school leader responsible for implementing it is offered and includes ideas on staff development, inclusive frameworks, indicators of success, school climate, student achievement and learning, and other practical concerns. (RJM)

ED 426 479 EA 029 577

Lockwood, Anne Turnbaugh
School-Community Collaboration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 35p.; First article written with Lynn J. Stinnette and Joseph D'Amico.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; Elementary Secondary Education; Family School Relationship; *Integrated Services; *Partnerships in Education; School Community Programs; *School Community Relationship; Student Development
IDENTIFIERS- Wehlage (Gary)

The collaborative efforts between a school and its community can profoundly influence educational effectiveness. An examination of the relationship between schools and their communities, with an emphasis on exploring how some schools work effectively with parents, agencies, and businesses to form sustainable partnerships, is offered in this report. Two forms of school-community collaboration are highlighted: (1) school-linked, integrated services; and (2) school-to-work initiatives. The opening essay makes the case for collaboration among schools, communities, and families and provides an overview of school-linked services and school-to-work initiatives. It emphasizes the importance of collective endeavors and provides an overview of some of the obstacles to school-community collaboration and the need to balance leadership in the schools and the community. Some promising examples of collaboration chosen from schools nationwide are offered, as are the results of research on school-community collaboration and disadvantaged youth. The high goal of collaborative efforts--the quality of variables that influence charter-school autonomy and how these variables serve as indicators of the degree to which state policy appears to promote the emergence of innovative schools. The booklet features three major sections. An overview provides a historical and conceptual context by describing charter-school laws and by presenting the framework for autonomy that guides the analysis of those laws. The second section offers three dimensions of school-site autonomy--autonomy from higher levels of government, autonomy inside the school, and autonomy of parents and students--and gives specific features of charter school law and different levels of detail. The last section highlights the similarities and differences in charter-school autonomy among all four state laws. An appendix offers technical information on the rationale, development, and use of the autonomy framework. (RJM)

ED 426 498 EA 029 604

Goals 2000: Flexible Funding Supports State and Local Education Reform. Report to Congressional Committees.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Change; *Educational Finance; *Educational Objectives; Elementary Secondary Education; Federal Aid; *Financial Policy; School District Autonomy; School District Spending
IDENTIFIERS- *Goals 2000

The Goals 2000: Educate America Act is intended to promote coordinated improvements in the nation's education system at the state and local levels. To measure the effectiveness of this initiative, Congress charged the Government Accounting Office to review Goals 2000 efforts to determine how program funds have been spent and how state and local officials view Goals 2000 as a means to promote education reform. The results of that research are discussed in this report. For the study, federal, state, and district officials were interviewed and selected states were visited. National, state, and district documents about the program, including descriptions of each of the 16,375 subgrants made with funds from fiscal years 1994 through 1997, were also collected, along with audit reports and other financial data. Findings show that Goals 2000 funds are being used to support a broad range of education-reform activities at the state and local levels. These funds have been broadly disseminated. State-retained funds were spent primarily for personnel, contracting services, and consultants involved in activities such as managing the Goals 2000 subgrant programs and developing standards and assessments. State officials supported the flexible-funding design of the program as a way of helping them reach their own state's education-reform goals. Six appendices include: program objectives; Goals 2000 allocations by State; State-Retained funds, Fiscal Years 1994-1997; State Subgrant Summary, Fiscal Years 1994-1997; comments from the Department of Education; and GAO contacts. (RJM)

ED 426 499 EA 029 605

Dorfman, Diane
Mapping Community Assets Workbook. Strengthening Community Education: The Basis for Sustainable Renewal.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

number of hours young children spend in day-care programs; performance of eighth-grade students in music, theater, and visual arts; finances of nonprofit institutions of higher education; international comparisons of the performance of 12th-grade students in mathematics and science; and percent of home computer users using specific applications. Thirty-three figures and 428 tables comprise the bulk of the document. (MLF)

ED 426 517 EC 306 704

Warger, Cynthia
Integrating Assistive Technology into the Standard Curriculum. ERIC/OSEP Digest E568.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Appropriate Technology; *Assistive Devices (for Disabled); *Disabilities; Elementary Secondary Education; Inclusive Schools; *Individualized Education Programs; Literacy; Mainstreaming; Mathematics Instruction; Science Instruction; *State Programs; State School District Relationship
IDENTIFIERS- ERIC Digests

This digest discusses how assistive technology (AT) for students with disabilities can expand access to the general education curriculum. It begins by describing the Education TECH Point system which offers educators a strategy for identifying specific points in the planning process where AT should be considered, including: initial referral question, evaluation questions, extended assessment questions, plan development questions, implementation questions, and periodic review questions. At each point, questions are posed which reflect issues that must be addressed. The digest also addresses how states can support local education agencies in meeting new requirements to consider AT in each child's Individualized Education Program (IEP). States are urged to have a clear policy on AT that includes: (1) desired AT outcomes; (2) policies for delivery of AT services; (3) staff development and technical assistance policies; (4) verification that the technology plan includes research-based practices; (5) mechanisms for interdisciplinary involvement; (6) policies for purchasing, using, and managing AT equipment; (7) strategies for obtaining funding; and (8) strategies for communicating these policies. Research-based applications that illustrate how AT can enhance literacy goals, improve access to the science curriculum, and improve concept development in mathematics are provided. (CR)

ED 426 518 EC 306 949

Student Placement in Elementary and Secondary Schools and Section 504 and Title II of the Americans with Disabilities Act. Revised.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Health Services for Inner-City Children and Their Caregivers" (Mary McKernan McKay and others); (5) "Referral Bias?: A Clinical Comparison of African-American and Caucasian Children Referred to a Child Psychiatric Outpatient Clinic" (Paula Armbruster and Mary Schwab-Stone). (Individual papers contain references.) (DB)

ED 426 537 EC 306 970

The Gwen R. Iding Brogden Distinguished Lecture Series.
PUB DATE- 96
NOTE- 16p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Adolescents; Children; Databases; Delivery Systems; Educational Change; *Emotional Disturbances; Integrated Services; Mental Disorders; *Mental Health; *Outcomes of Treatment; Program Evaluation; *Systems Approach

This document presents two papers given at a 1996 conference on children's mental health. The first paper is "New Approaches to Evaluating Systems" by Heather B. Weiss. This paper discusses the need for evaluations of systems change through the development and use of evaluation databases of both comprehensive programs and system reform efforts. It emphasizes the need to sustain and scale up successful systems change initiatives, the need to reinvent evaluation to build accountability into the resource allocation process and demonstrate that systems reform is productive and better than alternative approaches. Suggestions for building a system of accountability are offered. The second paper is "Outcome Accountability and System Reform: What Should They Mean in Policy and Practice?" by Charles Bruner. This paper considers three themes in the current move to outcome-based accountability in systems reform: the current political demand for improved outcomes, the need to change current responses to improve outcomes, and the need to set evaluation parameters. (Individual papers contain references.) (DB)

ED 426 538 EC 306 971

Gruskin, Susan; Silverman, Kim Schied
Including Your Child. Second Edition.
PUB DATE- 98
NOTE- 109p.; "With Veda Bright. Illustrated by Barbara McGee." Accompanying poster "Developmental Progress Chart" not included with ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Child Development; *Child Rearing; Developmental Stages; *Disabilities; Early Childhood Education; Early Intervention; Educational Legislation; Federal Legislation; Individualized Education Programs; Individualized Family Service Plans; Infants; *Organizations (Groups); Parent Child Relationship; Parent Education; Social Integration; Toddlers; Young Children

ED 426 557 EC 306 993

Soriano, Victoria, Ed.
Early Intervention in Europe: Organisation of Services and Support for Children and Their Families: Trends in 17 European Countries.
PUB DATE- 98
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Case Studies; *Comparative Education; Cross Cultural Studies; *Disabilities; Early Childhood Education; *Early Intervention; Financial Support; Foreign Countries; Incidence; Infants; Interdisciplinary Approach; *Parent Participation; Special Education; *Teamwork; Toddlers
IDENTIFIERS- *Europe

This study describes how European countries deal with the issues and practicalities surrounding early intervention services. The current situation in relation to early intervention is examined in Austria, Belgium, Denmark, England and Wales, Finland, France, Germany, Greece, Italy, Holland, Norway, Portugal, Spain, Ireland, Luxembourg, Iceland, and Sweden. The report examines the organization and financing of early intervention services and considers the different types of support available in each of the countries. It describes the composition and functions of the teams responsible for early intervention, the participation of families, and the relationship between the education sector and early intervention services. Current developments and areas of concern across Europe are clearly identified and general findings are supplemented by the use of examples. Case studies detail how particular scenarios for early interventions would be handled in the different countries. Results of the study indicate: (1) a wide variety of services exist in the countries, which requires good coordination; (2) among the various services responsible for early intervention, those organized by the health and social affairs authorities are the most common; and (3) education agencies are more actively present in early intervention than in the past. (Contains 12 references.) (CR)

ED 426 558 EC 306 994

Colorado Child Identification Process: Birth-Five Years. Screening and Evaluation Process Guidelines.
PUB DATE- 94
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; *Disabilities; *Disability Identification; *Early Identification; Early Intervention; *Evaluation Methods; Family Role; Infants; Interdisciplinary Approach; *Measures (Individuals); *Screening Tests; Toddlers
IDENTIFIERS- Colorado

This document provides guidelines for preferred practice for the Child Identification Process for Colorado children, birth through five years of age. The guidelines were developed to be flexible and adaptable in support of individual community needs

IDENTIFIERS- *Americans with Disabilities Act 1990; *Playground Design

The Architectural and Transportation Barriers Compliance Board is responsible for developing accessibility guidelines under the Americans with Disabilities Act of 1990, including play facilities. This report provides a section-by-section analysis of the proposed guidelines, and exceptions, for play areas. Guidelines include ground and elevated level play components; accessible routes; clear width and height; ramps, handrails, and transfer systems; maneuvering space; reach ranges; accessible surfaces; and soft-contained play structures. Definitions of play area terms conclude the report. (GR)

ED 426 577 EF 005 166

Clinton, William Jefferson
National School Modernization Day. Remarks by the President at Pine Crest Elementary, Silver Spring, Maryland.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Facilities Improvement; Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; *Modernization; *Public Schools
IDENTIFIERS- *National Planning; Retrofitting

The President of the United States uses the occasion of National School Modernization Day to offer brief remarks on the American economy and his administration's plans for improving educational facilities for the nation's children. He mentions the administration's first ever initiative at the national level to build, repair, or modernize 5,000 schools and how it can be financed; a funding initiative to help school districts hire another 100,000 teachers to lower class size; and a proposal to provide scholarships to 35,000 young people. The President also discusses the use of the Internet to link schools and the need for modernization funding so U.S. school buildings can handle the new technology. (GR)

ED 426 578 EF 005 171

School Facilities. Reported Condition and Costs To Repair Schools Funded by Bureau of Indian Affairs. Report to the Honorable Byron L. Dorgan, U.S. Senate.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; Building Obsolescence; Comparative Analysis; *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; Rural Schools
IDENTIFIERS- *Bureau of Indian Affairs Schools

This report presents information on the cost required to repair Native American educational facilities, funded by the Bureau of Indian Affairs, the condition of the school buildings, adequacy of the school environment for instruction, and the extent to which schools can meet future technology and communication requirements. The total repairs funding needed would be $754 million. Compared to schools nationally, BIA schools are

ED 426 601 FL 025 646

The Provision of an Equal Education Opportunity to Limited-English-Proficient Students. Revised.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); Disabilities; Elementary Secondary Education; Eligibility; *English (Second Language); *Equal Education; Federal Government; Identification; *Language Minorities; *Limited English Speaking; Parents; *Public Policy; School Districts; Second Language Programs; Special Education
IDENTIFIERS- *Civil Rights Act 1964 Title VI

The policy of the Department of Education's Office for Civil Rights concerning the education of limited-English-proficient (LEP) students in elementary and secondary schools is outlined, based on the requirements of Title VI of the Civil Rights Act of 1964. Title VI protects students who are limited in their English language skills to the extent that they are unable to participate in or benefit from regular or special education instructional programs. A 1970 memorandum to school districts clarifying school districts' responsibility, compliance procedures published in 1985, and a 1991 policy update are explained, and a number of compliance issues are detailed, concerning whether (1) a district has identified all students eligible for special language assistance programs, (2) a district can ensure placement of all eligible students, (3) all eligible students are being served, (4) a district has attempted to modify an inadequate program, (5) a district ensures LEP students are not mis-identified as needing special education, and (6) a school district ensures LEP parents are provided with appropriate and sufficient information. (MSE)

ED 426 602 FL 025 647

Matsuda, Paul Kei; Jablonski, Jeffrey
Beyond the L2 Metaphor: Towards a Mutually Transformative Model of ESL/WAC Collaboration.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Needs; *English for Academic Purposes; *English for Special Purposes; *English (Second Language); Graduate Study; Higher Education; Intellectual Disciplines; Interdisciplinary Approach; Interprofessional Relationship; Program Design; Second Language Programs; Undergraduate Study; *Writing Across the Curriculum; Writing Instruction

A metaphor sometimes used in teaching discipline-based academic writing is that the experience of learning to write in various academic contexts is like learning a new language (L2). This approach is critically examined here, and its implications for "writing across the curriculum" (WAC) programs at the college level are discussed. It is argued that uncritical use of the metaphor can mask the difficulties of learning a second language and lead to marginalization of second-language writers in WAC programs and in the professional discourse of

Xin). Notes on publications and professional activities are also included in each issue. (MSE)

ED 426 624 FL 025 681

Woodward, Tessa, Ed.
The Teacher Trainer, A Practical Journal Mainly for Modern Language Teacher Trainers, 1997.
PUB DATE- 97
NOTE- 110p.; For volumes 3-12 (1989-1998), see ED 335 964, ED 335 954, ED 341 256, ED 356 642, ED 404 844, ED 376 730, ED 388 111, FL 025 680, FL 025 681, and FL 025 682, respectively.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; Comparative Analysis; Conferences; Feedback; Foreign Countries; Grammar; Higher Education; Inservice Teacher Education; Instructional Material Evaluation; Instructional Materials; *Language Teachers; Learning Problems; Lesson Plans; Practicums; Preservice Teacher Education; Professional Development; Second Language Instruction; *Second Languages; Teacher Attitudes; *Teacher Education; *Teacher Education Curriculum; Teacher Educator Education; Teaching Methods; Team Teaching; Writing Apprehension; Writing Instruction
IDENTIFIERS- Brazil

The three issues of the journal on second language teacher education include these articles: "Monitoring and Evaluating the Production of Materials on a Large Scale Trainer Training Workshop" (R. Williams, Choong Kam Foong, Diana Lubelska); Sensory Channels in ESL Instruction" (Michael E. Rudder); "Using the In-Service Feedback Session To Promote Teacher Self-Development Actively" (Henny Burke); "Training Practice as a Component of an MA Course" (J. A. Hartill, J. E. Kendrick); "Ideas for a Workshop on Pre-Writing Strategies" (Rima Turk-Iskandarani, Glyn Mason-Jabbour); "What Is NLP" (Mario Rinvolucri, Marjorie Rosenberg); "Lesson Planning and Teaching by Threads" (Seth Lindstromberg); "Interview with Angela Johnson"; "One Size Doesn't Fit All: A Taxonomic Perspective on ESL/EFL Teacher-Preparation Programmes" (Lynn E. Henrichson); "Interview with Donald Freeman"; "Trainee Voices" (Bonnie Tsai, Maria Dessaux-Barberio); "Learner Difficulty: What Is It and How Well Do We Understand It?" (Akira Tajino); "Development in Party Clothes" (Regina Guimaraes); "People Who Train People: Rachel Bodle"; "Welcome Back! Sharing Ideas After a Conference" (Izabella Hearn); "Are ARC, CPFU, or ESA of Any Use?" (Anthony Bruton); "In-Service TESOL Workshops: Suggestions for Novice Trainers" (Maureen Andrade); "The Czech Republic: Cascades or Irrigation Systems?" (Lin Dawson, Carol Berezai); "Working with Teachers Interested in Different Methods" (Tessa Woodward); "The Parable of the Good Language Learner" (Mike Church); "Interview with Ted Rodgers"; "Trainee Voices" (Bonnie Tsai, Maria Dessaux-Barberio); "People Who Train People: Monty Roberts"; "Collaborative Language Teaching: A Catalyst for Teacher Development" (Eddie Edmundson, Steve Fitzpatrick); "Making Meaning: Authorship as a Shared Activity" (Marion Williams, Robert Burden); "How Grammar Aware Are You?" (Sylvia Chalker); "How To Procrastinate and Still Get Things Done" (John Perry); and "Looking at Language Classrooms Reviewed" (Seth Lindstromberg). Notes on publications and professional activities are also included in each issue. (MSE)

ED 426 625 FL 025 682

IDENTIFIERS- Ohio; Welfare Reform

This document highlights 101 partnerships developed as part of Ohio's welfare reform initiative, Ohio Works First (OWF). Section 1 deals with communication strategies: a new lexicon; interagency information exchange and confidentiality issues; intake, referral, and case management tools; and cross-agency communications. Section 2 describes organizational structures that support the philosophy of participant and community empowerment and reflect interconnections of social and supportive services. Section 3 describes the most promising innovative approaches. Each project or partnership is characterized by one or more of the six OWF principles: personal responsibility, community involvement, integration of services, simplification of service delivery, problem prevention, and evaluation of results. They are grouped into 13 categories: work force development; supported employment; housing; mental health; substance abuse; health and medical; early childhood care and education; community networks; family resources; schools; transportation; child support linkages; and domestic violence. Each partnership is described and a source for additional information is given, including contact person, address of organization, and telephone number. Appendixes contain the following: names and addresses of members of OWF Linkages Subcommittee; glossary; member agreement for information sharing; model agreement for sharing information; model release form; acronyms; and adult protective services/domestic violence network summary. (YLB)

ED 426 184   CE 076 797

Maglen, Leo; Hopkins, Sonnie
Linking VET to Productivity Differences: An Evaluation of the Prais Program, and its Implications for Australia. Working Paper No. 18.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Benefits; Educational Certificates; *Foreign Countries; *Job Skills; Manufacturing Industry; Postsecondary Education; *Productivity; Secondary Education; Student Certification; *Vocational Education
IDENTIFIERS- Australia; France; Germany; *Great Britain; Netherlands

Research tested the hypothesis that preemployment vocational education is a major contributor to enterprise productivity, because it raises workers' skills that are then applied in more effective work practices. An intercountry comparisons approach involving Britain and Germany and Britain and the Netherlands or France identified medium-sized establishments that produced similar products and compared and contrasted the following: worker productivity; management styles and practices; technologies used; workplace organization; on-the-job training; level and type of vocational qualifications of workers; and curriculum content relating to the qualifications. Findings were as follows: the average productivity of the British enterprises was below that of their counterparts; percentages of British personnel holding intermediate qualifications were much lower; in contrast to British manufacturing, German manufacturing was withdrawing from producing bulk quantities of standard goods; German companies were more inclined to use four components: (1) reading, writing, speaking, listening, and mathematics skills; (2) creative problem-solving, critical thinking, and team work skills; (3) support services; and (4) dissemination, field testing, and transfer of the program to textile industries throughout the country. A total of 5,186 workers participated in the project. Of these, 4,490 workers participated in 17,793 hours in basic skills, and 3,056 participated in 3,170 hours in higher-order skills. An outside evaluator concluded that the project was successful and that the commitment of all partners (business and education) to the success of the project was the key to the remarkable achievements of Workforce 2000. Although hard evidence to support employee skill gains was difficult to obtain, managers reported improvements in skills and attitudes of the employees who had participated in the project. (KC)

ED 426 202 CE 077 656

BEST (Better Educational Skills Training). Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Education Work Relationship; Evaluation Methods; *Institutional Cooperation; *Job Skills; *On the Job Training; Outcomes of Education; Program Implementation; Skill Development; *Workplace Literacy

This document contains a final report, evaluation report, and materials from the Better Educational Skills Training (BEST) workplace literacy program in Vermont. The seven-page final report describes program components: (1) expanding and institutionalizing the workplace literacy program developed through two previous national workplace literacy demonstration grants; (2) documenting and disseminating its promising practices; and (3) delivering workplace education in three Vermont counties to employees of firms in manufacturing, construction, health care, and small business sectors. A total of 1,081 employees of 12 employers were served during the project. Attached to the final report are a review and articles about project publications. The external evaluation by Donald J. Leu concludes that the project met its major goals for improving workers' literacy levels and contributing to positive changes in the organizations. The evaluation's appendix describes the evaluation plan, provides forms used to collect formative and summative data, and addresses the process decisions involved in the use of the evaluation instruments. The last section of the document presents results of program evaluation interviews conducted with employees at participating companies by Robert T. McLaughlin. The following conclusions are offered: respondents agree that the quality of instruction was high; students and instructors appeared willing to adapt to each workplace's logistical constraints; and respondents wanted more employees to benefit from the program, but felt that some stigma was associated with participation. (KC)

ED 426 203 CE 077 681

Falagrady, Teresa
Opportunities in Workclothes: Problems & Problem-Solving.

*Workplace Literacy
IDENTIFIERS- *Maine (Casco Bay)

The Casco Bay (Maine) Partnership for Workplace Education was a federally funded workplace literacy program that provided customized basic skills education at seven business sites in the Portland area. The partnership served more than 2,000 employees from 1993-96. Program characteristics included the following: ongoing and self-directed learning; work-related skills development; holistic, competency-based instruction; and workplace education courses offered on site, at convenient times, in small classes, by well-trained adult educators. A review of the project summarized activities from November 1994 to June 1997. Findings were as follows: (1) the partnership went beyond superficial workplace literacy designs, resulting in an innovative approach to project management, context-sensitive operations, and lasting and growing partnership relationships and an expanding sphere of influence at local and national levels; (2) project staff and instructors gave highest priority to the learner, producing high rates of successful course completion, innovations in work-related curriculum and teaching strategies, and energetic learners ready to take charge of their own learning; (3) by building a foundation for ongoing learning in six partner companies, the partnership positively influenced routine operations and workplace climate, contributed to system changes that varied by business, and generated momentum for ongoing learning in participating companies; and (4) this workplace education project highlighted some major challenges and continuing issues. (Contains 22 references.) (KC)

ED 426 221 CE 077 846

DiMillo, Jane Burke
Curriculum Guide for Computer Writing.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 45p.; Product of the Casco Bay Partnership for Workplace Education. For other "Casco Bay Partnership for Workplace Education" documents, see CE 077 843-844 and CE 077 859, and CE 077 927.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Computer Literacy; *Computer Uses in Education; Curriculum Guides; Instructional Materials; Learning Activities; Literacy Education; *Workplace Literacy; *Writing Instruction; Writing Skills

This curriculum guide provides instructional materials for an 8-week course to enable students to see themselves as computer users and writers and to encourage them to take an active rather than a passive role. For each pair of weeks, this information is provided: goal, objective(s), tools, and actions (descriptions of activities for teachers and/or students). The objective for Weeks 1-2 is to learn how to use a computer and word processing program to express thoughts, feelings, and experiences. A list of terms is provided. The objectives for Weeks 3-4 are as follows: use a computer and word processing program to express thoughts, feelings, experiences, and reactions to other writers; and examine, discuss, and think about what "we have written about our past and present experiences." The objectives for Weeks 5-6 are as follows: use a computer and word processing program to express thoughts, participation and unemployment; knowledge and perceptions of VET; access to program information; entry to VET; membership of other equity target groups; English language and literacy levels; educational and cultural traditions; forms of education and training delivery; appropriateness of curriculum; provider type; workplace culture; distance of education and training provider from residence; costs and fees; recognition of existing skills and prior learning; family responsibilities; access to learning support; program resourcing/funding; and access to relevant employment. (Contains 101 references) (YLB)

ED 426 241 CE 077 905

Australian Vocational Education & Training. Young People 1997. An Overview. and At a Glance.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Comparative Analysis; *Educational Trends; *Enrollment Trends; Foreign Countries; *Outcomes of Education; Postsecondary Education; Secondary Education; *Student Characteristics; Trend Analysis; *Vocational Education; Young Adults
IDENTIFIERS- *TAFE (Australia)

These two documents consist of a statistical compilation and a summary of Australian young people (aged 14-24 years) who were enrolled in vocational education and training (VET) in 1997. In 1997, 18.6% of Australian young people were enrolled in VET, approximately the same percentage as in 1996. Young people accounted for slightly more than one-third of all clients of publicly funded VET programs and almost 85% of all apprentices and trainees in 1997. Because the proportion of young people in the Australian population has been declining steadily, the number of young people in VET declined from approximately 497,600 clients (36.7% of all clients) in 1996 to 497,200 (34.1%) in 1997. Of those 497,200 young people, half were teenagers. Approximately 65% (321,500) of young people undertaking publicly funded VET in 1997 were located in New South Wales or Victoria. In 1997, males accounted for 57% of young people studying VET (versus 52% in 1996). Four courses accounted for nearly 50% of all courses undertaken by young people in 1997: nonaward courses (13.6%); certificate III (12.6%); statement of attainment (11.3%); and certificate II (11.1%). In 1997, young people had a module completion rate of 66.7% and a module fail rate of 6.2% (the national averages were 64.9% and 4.9%, respectively). (MN)

ED 426 242 CE 077 910

Australian Vocational Education & Training. TAFE Graduate Destination Survey 1998. National Report.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Employment Patterns; Foreign Countries; Graduate Surveys; *Graduates; *Participant Satisfaction; Postsecondary

at the workplace on released time. The instructional model combined print, video, electronic mail, computer-assisted learning, videoconferencing, and self-directed study methods. Workers determined, in consultation with their supervisors, how they would spend their weekly study periods. The instructor used e-mail to provide workers with feedback on their work and guidance on independent study habits. The majority of participants were productive in the self-directed learning environment; however, even those who functioned well within the model emphasized that weekly communication with the instructor was critical to the program's success. (Appendixes constituting nearly 50% of this document contain the following: participant feedback; guidelines for technology implementation in a workplace distance learning project; guidelines for staff development in a workplace distance learning project; results of the site visit data analysis; supplemental questionnaires; and information about changes in key personnel.) (MN)

ED 426 258 CE 077 942

Rhodes, Larry
Reduction of Error Rates at PW Pipe. Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Comparative Analysis; *Education Work Relationship; *Job Performance; *Literacy Education; *Mathematics Skills; Numeracy; Organizational Climate; *Outcomes of Education; Skill Development; *Workplace Literacy

During the Workplace Training Project, workplace trainers from Oregon's Lane Community College (LCC) provided workplace math classes to employees of an area business, PW Pipe. The math training was designed to help employees increase their proficiency in math and thereby reduce production error rates. During the training, PW Pipe's employees learned problem-solving skills to improve their understanding of work-related math problems; reviewed and practiced basic whole number, fraction, and decimal computation skills; and solved everyday and work-related problems involving ratios and proportions. The error rates of 9 people who received the math training and 10 people who did not receive the training were compared over the period from July 1995 through August 1997 (except for 1 month during the period, for which data were missing). A significant reduction in total errors occurred between 1996 and 1997, with a marked decrease beginning about October 1996. Despite a very positive trend toward a reduction in error rates, the data did not suggest significant differences between those receiving training and those not receiving training. It was noted however, that the nontrainee group included staff with supervisory roles who only occasionally perform the tasks affected by the training. (MN)

ED 426 259 CE 077 943

Partnering in Workplace Education Supervisor Meetings.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 57p.

Evaluation Team (PET) and union, and process evaluation. "PETs" (Betsy Bedell, Joe Conolly, Jane Shea) addresses starting a PET, developing buy-in, setting the agenda, and issues and problems to address. "Labor/Management (L/M) Partnerships" (Harneen Chernow, Joe Connolly) describes how to integrate a site's L/M relationship into a WEP's everyday operations. "Workplace Education Classes and Curriculum Development" (Jenny Lee Utech) discusses curriculum developed from PET requests; uncovering workplace themes in the classroom; and workplace documents, safety, and workers' issues as lesson material. "Student Assessment" (Emily Singer, Jane Shea, Jim Ward) looks at WEP and Quinsigamond Community College assessment tools. "Program Evaluation" (Jenny Lee Utech) describes WEP evaluation tools. "Institutionalization of the Workplace Education Partnership" (Betsy Bedell, Joe Connolly) describes four experiences and the JVS and L/M WEP approaches. "Workplace Education Consortia" (Jane Brown) describes the Bristol Community College experience and provides program recommendations and guidelines. Appendixes contain the WNA Surveys for WEP and sample goals, objectives, and evaluation methods--Jewish Vocational Service. (YLB)

ED 426 275 CE 077 965

Gahris, Cynthia
Ohio's "Career Development Blueprint" and Career Activity Packets: Resources for the Classroom Educator. AACE Bonus Brief.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; *Career Education; Curriculum; Educational Objectives; Elementary Secondary Education; *Learning Activities; Middle Schools; *Resource Materials; *Statewide Planning
IDENTIFIERS- *Ohio

Ohio's Career Development Blueprint is a key component of the state's career development program. The blueprint is a document that includes learner outcomes, indicators, and suggested classroom activities organized by 12 key topic areas: self-awareness, career information, academic planning, future trends, economics, vocational orientation, self-assessment, career exploration, reduction of bias, employability skills, community involvement, and decision making/goal setting. The blueprint is available in three versions--for grades K-5, 6-8, and 9-12. All three versions incorporate the National Career Guidance and Counseling Guidelines that were developed by the National Occupational Information Coordinating Committee. In the blueprints, the following items are provided for each of the 12 topics: definition; one to three learner goals and numerous indicators to define the goals; several activities to help students master the leaner goals; and suggestions for integrating the concepts into the classroom. Career activity packets, another popular resource for elementary and middle grade teachers and counselors, are also available from the Career Development Service of the Ohio Department of Education. Each 8- to 10-page packet contains ready-to-use classroom ideas (worksheets, bulletin board ideas, small units of study, and teacher ideas) that have been developed by master teachers. (MN)

ED 426 276 CE 077 969

Wisconsin Technical College System National Workplace Literacy Program to develop the evaluation design. Although she was at the project site for only limited periods of time, she and the project team maintained periodic contact during the 3-year period by telephone, fax, and email. Three technical colleges were selected for onsite study. During each site visit, the evaluator met with college coordinators, instructors, business and labor partners, supervisors, and learners. The evaluation design was planned primarily as a naturalistic inquiry that used the structured interview approach to data collection. The Kirkpatrick model (1994) was used to guide the summative evaluation. Project staff decided on procedures to collect data used as evidence for accomplishment of each of four levels of evaluation: stakeholder evaluation, mastery of basic skills, transfer of learning, and impact on organizations. Evaluation highlights were business institutionalization of their programs; a culture shift in many businesses with workers valued as equals in decision making; and dissemination through newsletters targeted to workers in the business site. (The six-page report is followed by these extensive appendixes: program benefits handbook; structured interview forms for partners, supervisors, learners, and staff; interview data; and analysis of trends in the data.) (YLB)

ED 426 295 CE 078 015

Imel, Susan
Work Force Education: Beyond Technical Skills. Trends and Issues
Alert No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Basic Skills; Communication Skills; Competence; Creative Thinking; *Employment Potential; Interpersonal Competence; *Job Skills; Leadership; Learning Strategies; Lifelong Learning; Listening Skills; Occupational Information; Problem Solving; *Staff Development

This brief suggests that during the past 2 decades, the skills needed to succeed in the workplace have changed significantly. Technical skills remain important, but, increasingly, employers recognize another category of skills crucial to a worker's ability to work "smarter, not harder." These "soft," "core," "nontechnical," "essential," "generic," and "new basic" skills are required for organizations to adopt new forms of organization and management in which workers operate in teams with greater autonomy and accountability. A number of factors have converged to bring about the development of this set of employability competencies, including workplaces that place an emphasis on high performance jobs that require high skills and employer dissatisfaction with job applicants because of their competencies in areas other than technical skills. Current and future employers mention these skills most frequently as being essential: knowing how to learn; competence in reading, writing, and computation; effective listening and oral communication skills; adaptability through creative thinking and problem solving; personal management with strong self-esteem and initiative; interpersonal skills; ability to work in

Nontraditional Students; Student Development
IDENTIFIERS- African Americans

A review of the literature suggests that African-American and minority students bring a diverse culture to "traditional" college life. As a result, many institutions of higher learning have designed their student services, student-support programs, curricular, and extracurricular to meet the special nature and needs of its nontraditional students. An effective means of addressing minority student needs is to study the psychosocial factors related to their development. Those responsible for teaching and helping black students must create models of human and student development that take into account the unique needs and experiences that black students bring to the campus. Many "traditional" models fail to define factors that promote the black students' overall psychosocial development. Many adult development theories fail to acknowledge the cultural-race aspect of development. This study summarizes and discusses the conceptualized theories that are pertinent to the psychosocial development of culturally black adult students. The research studies of Gooden, Murray, Branch-Simpson, Clay, Jeffries, Ruffin, Bowman, Herbert, Simmons, Harris, McCrawley and Freeman, Littleton, and Jones are reviewed. These researchers have studied the issues and factors of psychosocial development among black adults and provided alternative models and theories addressing the development needs of black college students. (Contains 43 references.) (Author/EMK)

ED 426 314 CG 028 967

Littleton, Roosevelt, Jr.
A Historical Perspective of Black Student Development.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Colleges; Black Culture; *Black History; *Black Students; College Students; Higher Education; Nontraditional Students; *Public Policy; Student Development; *Student Personnel Services

Beginning with the Civil War and continuing through Reconstruction, black education became a national public policy issue. It was only after the Civil War that a national educational policy could be implemented throughout the nation. The initiative for black education was orchestrated primarily by blacks, the church, and federal legislation. Despite the victimization of black education, historically black colleges and universities have contributed significantly to the holistic education of blacks and have survived and thrived in their mission to educate. In an attempt to accomplish these tasks, they have emphasized counseling and student development services. Student development services provide an opportunity for students to gain knowledge about surviving socially and intellectually in a predominant white culture. This review discusses (1) the history of black student development; (2) the roles blacks, religious organizations, and the federal government played in the evolving development of the black student; (3) the student development role of historically black colleges and universities; (4) the nature and needs of today's black student; and (5) implications for addressing the needs of black students. (Contains 28 references.) (Author/EMK)

ED 426 315 CG 028 987

IDENTIFIERS- *Minnesota Multiphasic Personality Inventory

The use of the MMPI and MMPI-2 to assist in the understanding of individuals with bulimia nervosa is examined. DSM-IV criteria for diagnosis of bulimia nervosa are reviewed. It is also important to understand the personality variables or psychological correlates associated with this disorder. The structure and history of the MMPI and MMPI-2 are briefly reviewed; findings from studies using MMPI and MMPI-2 are discussed; and the information these tests provide about individuals with bulimia nervosa is presented. Personality variables and psychological correlates associated with bulimia nervosa are examined and their relation to particular MMPI-2 scales is considered. Implications for potential prevention and intervention strategies are discussed. Although the use of the MMPI-2 does not provide clear cut answers or completely consistent profiles of individuals with bulimia, the test may help in putting together general personality characteristics common to individuals with bulimia and in understanding basic commonalties among individuals with bulimia. The specific variables underlying a particular person's struggle with bulimia may become more apparent when test data is considered in conjunction with data from the clinical interview. Further research with MMPI-2 may help to identify persons at-risk for bulimia nervosa. (EMK)

ED 426 335 CG 029 025

Review of Education Services in Juvenile Justice Residential Facilities. Report No. 98-28.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; *Correctional Education; *Delinquent Rehabilitation; Elementary Secondary Education; Juvenile Justice; Program Effectiveness; School Districts; Special Needs Students; Youth Problems
IDENTIFIERS- *Florida

The results of a performance review of educational programs for youth in residential commitment facilities are presented including background, methodology, and findings. Most juvenile justice students enter residential programs performing below their grade level in reading and math but improve by at least one grade level during their stay. Although some students make dramatic gains of 3 years or more, most youth remain below their age-appropriate grade level on release. Because many juvenile justice youth will not return to school on release, education programs need to increase access to vocational education and GEDs. Although 83% of teachers are certified, more exceptional education teachers are needed. Most programs offer a range of basic subjects and meet corrections standards for student/teacher ratios; however, the number of days that instruction is unavailable is a problem. The success of residential education programs is not determined by whether school districts provide education services directly or hire contractors; both models can succeed. School districts are responsible for educational services in residential commitment facilities, but districts are not held accountable for their performance. Important points are illustrated with graphs or charts. Conclusions, recommendations, and responses from the departments of Education and Juvenile Justice are included. (Author/EMK)

Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Alabama; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Alabama, 2,571 students in 105 public schools were assessed. This report describes the reading proficiency of Alabama fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Alabama on the NAEP reading scale was 208 compared to 216 nationwide. (SR)

ED 426 356 CS 013 365

NAEP 1992 Reading State Report for Arizona. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arizona; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Louisiana on the NAEP reading scale was 205 compared to 216 nationwide. (SR)

ED 426 370 CS 013 379

NAEP 1992 Reading State Report for Maine. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maine; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Maine, 1,939 students in 96 public schools were assessed. This report describes the reading proficiency of Maine fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Ohio on the NAEP reading scale was 219 compared to 216 nationwide. (CR)

ED 426 385 CS 013 394

NAEP 1992 Reading State Report for Oklahoma. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Oklahoma; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Oklahoma, 2,251 students in 128 public schools were assessed. This report describes the reading proficiency of Oklahoma fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, Instructional Effectiveness; *Instructional Materials; Interviews; *Language Arts; *Optical Data Disks; *Teacher Role

This paper is based on the premise that as computer assisted learning becomes more prevalent, teachers will be required to make decisions as to the quality of the software available for instruction. Assessment guidelines from the ERIC Clearinghouse on Reading, English, and Communication Digest No. 79 and the North Carolina Department of Public Instruction were used as a starting point, for discussions with three reading consultants, a Reading Recovery teacher trainer, and the coordinator for secondary reading. A 17-point checklist was then developed to be used as an instrument to assess software--a 4-point list presents additional factors to consider on an individual basis. The paper then provides the names and brief descriptions of the following software programs, along with relevant information (publisher, hardware requirements, positives, negatives, and "unknown"): "Little Planet Literacy: Glowbird and Ribbit Collection" (PreK-4); "Imagination Express" (Grades 1-6); "Ellis Intro.ESL" (Grades 7 and up); "English Express Deluxe.ESL" (Grades 7 and up); "Adventures of Tom Sawyer" (Secondary Grades); "That Strange Mr. Poe" (Secondary Grades); "In My Own Voice: Multicultural Poets on Identity" (Secondary Grades); and "Writing for Readers" (Grades 3-12). A 5-item bibliography concludes the paper. (NKA)

ED 426 402 CS 216 556

Coomber, James; Peet, Howard; Smith, Carl
Teaching Vocabulary: A Methods Course. Manual.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Context Clues; Elementary Secondary Education; English (Second Language); High Risk Students; Instructional Materials; Methods Courses; Reading Difficulties; Second Language Instruction; Special Education; Teacher Education; Teaching Methods; *Vocabulary Development; *Vocabulary Skills

Intended for teachers of grades K-12, including teachers of at-risk students and English as a Second Language teachers, speech therapists, and special education personnel, as well as general classroom teachers, this book offers a methods course to teach vocabulary. The book presents a course syllabus which includes on-line activities, readings, and written assignments. Sections of the book are: (1) vocabulary background and process; (2) the importance of context; (3) reinforcement; (4) elaboration; and (5) reviewing words via learners creating contexts. The book concludes with a summary which discusses choosing target words for vocabulary study and strengthening the vocabularies of poor readers. Contains 52 references. (CR)

ED 426 403 CS 216 557

Ediger, Marlow
Spelling Words Correctly.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

acknowledged initiatives to dramatically improve the relevance of their curriculums, the rigor of their standards, and the productivity of their operations...the marketplace will have begun to make available so many effective alternatives for acquiring formal higher-order skills that traditional colleges and universities will quickly come to be regarded as the old-fashioned, outdated, expensive source of postsecondary schooling." This paper discusses a program in Conflict and Mediation Studies within the School of Speech Communication at James Madison University in Virginia, which was initiated in response to the perception that the university is undergoing a radical change in the way teaching and learning are understood. The paper describes the methodology of how the program proceeded: relevant faculty was assembled and a consensus reached; outcome objective statements were written for each of the four courses being changed; instruments and activities concerned with these outcome statements will be created; and the development of instructional materials will be in direct response to specific outcome objective statements. According to the paper, this program of curriculum revision dramatically improves the relevance of the curriculum, increases the rigor of performance standards, and will contribute to the ability to clearly and precisely articulate the knowledge, skills, and competencies defining the learning environment. Appended are goal statements and outcome objective statements for the four courses. (Contains 10 references.) (NKA)

ED 426 423 CS 509 956

Sandmann, Warren
Current Cases on Academic Freedom.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Freedom; Civil Rights; *Court Litigation; Faculty College Relationship; *Freedom of Speech; *Higher Education; Internet; Professional Autonomy; *Teacher Rights
IDENTIFIERS- *First Amendment

This paper discusses current court rulings on academic freedom at the college and university level. The paper focuses on three cases: "Hall v. Kutztown," in which the U.S. District Court for the Eastern District of Pennsylvania ruled that Kutztown University violated the free speech rights of a philosophy professor when it rejected him for two tenure-track positions after he voiced opposition to multicultural education and criticized "barbaric" cultural practices in some countries of Africa and Asia; "Kincaid v. Gibson," in which the U.S. District Court of the Eastern District of Kentucky granted summary judgment for the University of Kentucky, denying any claims of infringement of the First Amendment in the refusal to distribute the school yearbook; and "Loving v. Boren," in which the U.S. Court of Appeals for the 10th Circuit upheld a lower-court decision that a University of Oklahoma professor lacked standing to challenge university restrictions on access to sex-oriented material on the Internet. It is argued that these decisions offer a snapshot view of a narrowing of the concept of academic freedom and of the distinction between academic freedom and freedom of expression, a distinction that is too

Projects; Two Year Colleges
IDENTIFIERS- University of Hawaii Windward Community College

A professor of interpersonal communication at the University of Hawaii, Windward Community College included aspects of storytelling and family history in his approach to a self-concept unit. The task for the students was to create a 3- to 5-minute story based on elements found in their social or family culture. The goals of the project are to: provide a means by which students can have meaningful conversations with family members through the use of interview; investigate the art of storytelling to create images that express a sense of their social or family culture; present their stories to the class; and analyze their findings in relationship to their self-concept. The project was then divided into six steps: (1) create an interview schedule; (2) conduct the interview; (3) complete a "Summary of Interview"; (4) discuss in class what storytelling or personal narrative is; (5) present the 3- to 5-minute stories in class; and (6) submit an assessment, "Storytelling Final Evaluation." Illustrations of some of the project's stories/interviews show how students responded to the project. A total of 33 students from two classes responded to the "Storytelling Final Evaluation" positively. 88% of the students discovered information that had not been previously known to them. Conclusions about the project include: the process which is followed using this methodology gives students a specific structure to follow in gathering information; the depth of family information gathered using the methodology is enhanced; with more information students have a clearer idea of family influences on self-concept; and storytelling provides students the opportunity to share what they have learned. (NKA)

ED 426 443 EA 029 240

Doyle, Lynn H.
Leadership and Teaching in Four Schools with Varied Organizational Structures and Social Contexts.
PUB DATE- 97
NOTE- 55p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (11th, Orlando, FL, October 26-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Administration; Elementary Secondary Education; *Leadership; *Leadership Responsibility; Organizational Objectives; *Social Environment; Social Influences; Success

Since educational administrators must study leadership as related to improving classroom instruction, the purpose of this study was to determine if any patterns existed in the relationship between leadership and teaching reform in four previously published case studies. The studies examined were: "Elementary Schooling for Critical Democracy" (Goodman 1992); "After the School Bell Rings" (Grant and Sleeter 1996); "Making Multicultural Education Work" (May 1994); and "The Fate of an Innovative School: The History and Present Status of the Kensington School" (Smith, et al. 1987). The macrostructure of the study consisted of four domains: leadership, teaching, organization, and social context. The study's microstructure consisted of three perspectives: functionalist, interpretivist, and critical. The paper compares the four studies with respect to the four domains. Particular attention is paid to successful schools. Common patterns in the major areas of connectedness

ED 426 461 EA 029 535

McNamee, Abigail Stahl
Islands of Healing: A St. Patrick's Day Look at Integrated Schools in Northern Ireland.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholic Schools; Educational Environment; Elementary Secondary Education; Foreign Countries; Protestants; *Religious Differences; *School Desegregation; *Social Integration; *Voluntary Desegregation
IDENTIFIERS- *Northern Ireland

In Northern Ireland, groups of school children, parents, teachers, and principals are supporting religiously integrated schools. This paper gives an account of this movement and the history behind Catholic/Protestant tensions in Northern Ireland. The "Controlled" school system in the country is largely Protestant, whereas the "Maintained" system is mostly Roman Catholic. Although it is possible for a child to cross over from one type of school to another, it is extremely unusual. These separate school systems reflect separate geographical communities and can be traced back to the 17th century. By 1921, Northern Ireland was cleaved from what became the Republic of Ireland, with the former remaining under British control, giving a decided advantage to Protestant schools. Efforts to establish integrated schools were begun by parents in the early 1970s, with the first integrated school being founded in Belfast in 1981. By 1989 the Education Reform Order for Northern Ireland officially guaranteed the right of Integrated Schools to exist through financial maintenance. Funding for the schools has been a challenge, and Protestant and Catholic church officials have either reacted passively to these changes or have actively discouraged integration. The schools themselves feature a philosophy of education and integration in a relaxed atmosphere. (RJM)

ED 426 462 EA 029 536

Parker-Jenkins, Marie
Equal Access to State Funding: The Case of Muslim Schools in Britain.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the British Educational Research Association (Belfast, Ireland, August 1998). Parts of pages 16 and 17 may be illegible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; *Educational Equity (Finance); Elementary Secondary Education; *Financial Support; Foreign Countries; *Minority Group Influences; Minority Groups; *Muslims; Parochial Schools; Private Schools; *Public Support; Single Sex Schools
IDENTIFIERS- *England

The recent decision to award government funding to two independent Muslim schools in Britain has brought attention to the use of public funds for private institutions. This paper provides an overview of the movement for equal treatment of Muslim institutions and explores the issues surrounding relationships among people as they work together toward the common good--is outlined, followed by a brief description of emerging reforms that are influencing schools. A leadership questionnaire and an annotated bibliography on school-community collaboration are presented. (RJM)

ED 426 480 EA 029 578

Lockwood, Anne Turnbaugh
Productive Schools: Perspectives from Research and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Educational Improvement; Educational Quality; Elementary Secondary Education; Excellence in Education; Principals; *School Effectiveness; School Role
IDENTIFIERS- Barth (Roland S); Hallinger (Philip); Newmann (Fred); Odden (Allan); Picus (Lawrence O)

Making schools more productive is an overriding concern among education stakeholders. Strategies for making schools more productive are offered in this report. The articles discuss ways in which schools can boost student achievement, improve professional community among staff, and spark creative use of resources when money is scarce. The opening essay asks what it means to be a productive school and draws on a case study to illustrate its points. The overarching concept of educational productivity is explored, along with some of the current scholarship and obstacles to achieving productive schools, followed by an analysis of why productivity is worthy of attention. Four leaders in educational reform offer their reflections on the concept of educational productivity from their differing perspectives, research, and experience in the educational reform and restructuring movement: Allan Odden on the need for clear plans; Lawrence O. Picus on building on the strength of teachers; Fred M. Newmann on success, not productivity; and Roland S. Barth on productive school renewal. An interview with Philip Hallinger about key findings from his synthesis of research on school effectiveness, a bibliography on educational productivity, and a list of descriptive characteristics of productive schools are provided. (RJM)

ED 426 481 EA 029 579

Lockwood, Anne Turnbaugh
Educating for Democracy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Community Development; *Community Education; *Community Resources; Elementary Secondary Education; *Formative Evaluation; Outreach Programs; *School Community Relationship

Asset mapping--drawing a map of what is valuable in a community--is an exercise in community development. A process for determining assets in the individual and in the community is provided in this workbook. It begins by asking the reader to perform a self-assessment to determine personal assets. Knowledge of each asset enhances self-awareness, and we learn about something by investigating the components that compose it. The text then explores ways to map one's community, to identify the needs, strengths, and powerful and positive people who make up the community. It is important to solicit many different views on the strengths of the community, and one way to do this is to develop a questionnaire for residents. The questions should reflect the goals of the community. Once the assets are listed, a pool of resources, skills, and knowledge can be defined. Next, the assets of institutions, such as schools and the children they educate, may be listed. By learning how to ask what communities have to offer, a process of building, creating, and developing can be put into motion, and new ideas for community building can be gained. (RJM)

ED 426 500 EA 029 606

Marzano, Robert J.; Kendall, John S.; Cicchinelli, Louis F.
What Americans Believe Students Should Know: A Survey of U.S. Adults.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Curriculum; Curriculum Development; Elementary Secondary Education; Knowledge Level; *National Surveys; *Public Opinion
IDENTIFIERS- Knowledge Acquisition

Since the mid-1980s, tremendous attention has been focused on what students should know and be able to do as a result of K-12 education. An overview of U.S. citizens' opinions of what standards should be emphasized in the K-12 curriculum is presented in this report. The findings are based on responses by 2,553 adults who rated whether "definitely," "probably," "probably not," or "definitely not" a standard should be included in the curriculum. The results suggest that although Americans believe that most subjects traditionally viewed as components of the U.S. public-education system have a place in the curriculum, they also believe that these areas should not be equally emphasized. The survey can help guide curriculum developers by suggesting those content areas that are deemed most needed, as well as reveal standards that might be selected within content areas. The report provides guidance in creating a comprehensive curriculum given the constraints of "available"

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; *Disabilities; Disability Discrimination; Educational Discrimination; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Inclusive Schools; Individualized Education Programs; *Student Placement; *Student Rights
IDENTIFIERS- *Americans with Disabilities Act 1990; Americans with Disabilities Act 1990; *Rehabilitation Act 1973 (Section 504)

This fact sheet describes provisions under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA) that prohibit the discriminatory assignment of students with disabilities to segregated classes or facilities. In elementary and secondary schools, students with disabilities may be assigned to separate facilities or courses of special education only when this placement is necessary to provide equal educational opportunity to them. Specific elements that must be considered to determine what the educational needs of a student with a disability may be are discussed and include: (1) the use of tests and evaluation materials to assess specific areas of the students' needs; (2) placement decisions made by a team that includes people who know about the students and understand the meaning of the evaluation information; (3) placement of the student with nondisabled students to the maximum extent appropriate to the needs of the student with a disability; (4) periodic reevaluations; (5) the development of an Individualized Education Program; (6) the establishment of procedural safeguards to allow parents or guardians to challenge decisions; and (7) the inclusion of students in extracurricular activities and nonacademic services. (CR)

ED 426 519 EC 306 951

Texas Commission for the Blind Strategic Plan 1999-2003.
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; *Blindness; Incidence; *Independent Living; Information Transfer; *Long Range Planning; Mission Statements; Personal Autonomy; Program Administration; *Strategic Planning; *Visual Impairments
IDENTIFIERS- *Texas

This strategic plan begins by outlining the philosophy, mission, statutory basis, structure, programs, and resources of the Texas Commission for the Blind. The plan discusses the growing incidence of blindness in Texas and the need for training to keep individuals with blindness active and independent. The challenges faced by the Commission and ways to meet these challenges are described, including: (1) encouraging informed decision making by consumers through improved accessibility to a broader array of information; (2) making the maximum use of information received from consumers serving on the agency's twelve Regional Advisory Committees and the statewide Consumer Advisory Committee; (3) staying on the cutting edge of technology that saves and creates jobs and getting it into the hands of consumers as quickly as possible; (4) placing resources in local communities to move essential services as close to consumers as possible; (5) concentrating on building staff proficiency in elements essential to the development of

IDENTIFIERS- Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This booklet for parents of young children with special needs provides a variety of child-rearing suggestions as well as an updated listing of resources. After an introduction which defines special needs and summarizes basic principles, the following chapters address: (1) the family as the most important support for a child; (2) the evaluation process; (3) relevant laws such the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and Parent Training and Information Centers; (4) services and supports available to children ages birth through 2 and beginning at age 3; (5) setting goals for the child; (6) the Individualized Family Service Plan and the Individualized Education Program; (7) fostering a child's social inclusion; (8) reaching out to others for support; and (9) helpful hints. A developmental progress chart is appended. Also appended is a resource list which includes 19 associations and organizations, 9 government agencies, 10 government-supported organizations, 4 hotlines and information lines, 2 Internet sites, 17 minority family groups, 12 regional offices of the Office for Civil Rights, 79 Parent Training and Information Centers, and 61 sources of state or territorial information. (Contains 15 references.) (CR)

ED 426 539 EC 306 973

Gutierrez, Mary Kate
Transition Planning: A Team Effort. NICHCY Transition Summary, TS10.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Agency Cooperation; Community Programs; *Disabilities; *Education Work Relationship; Educational Planning; *Individualized Education Programs; Rehabilitation Programs; Secondary Education; *Transitional Programs
IDENTIFIERS- Individualized Transition Plans

This summary on transition planning provides ideas and information on how students, families, school personnel, service providers, and others can work together to help students with a disability make a smooth transition after leaving high school. It focuses on creative transition planning and services that use all the resources that exist in communities, not just the agencies that have traditionally been involved. This publication also provides: (1) definitions of some terms used in transition planning; (2) lists of individuals and agencies that can help the Individualized Education Program Team create a successful transition plan; (3) guides to finding the groups and agencies that provide transition services; (4) examples of creative transition plans; and (5) ways to improve the transition system by working at the community level. The four ways in which people can interact to establish or improve services and plan for young adults preparing for transition from school to post-school activities are described and include networking, service coordination, cooperation, and collaboration. A transition services phone interview guide is included to help providers find out about and in recognition of the variable resources throughout the state; however, the basic underlying assumptions and principles are considered critical to quality early intervention. The guidelines focus on process versus product, recognizing the value of parent driven choices, honoring diversity, recognizing that partnerships encompass families, interdisciplinary teams and community members, individualizing the process for the child, family and community, and obtaining family feedback for accountability. The Child Identification process includes three distinguishable procedures: the Community Screen, Individualized Screen, and Evaluation Process. In each section, the purpose of the procedure is outlined, and a basic assumption is explained. Components to be included in each process are found on the left side of the page, with "how to's" for implementation on the right side of the page. Throughout the document, information is provided that reflects sensitive practices to be supported. The document closes with answers to frequently asked questions on the Child Identification Process. (CR)

ED 426 559 EC 306 997

Duffy, James, Ed.; Duron, Susan, Ed.
Special Education for Culturally and Linguistically Diverse (CLD) Students: Meeting the Challenges, Realizing the Opportunities.
PUB DATE- 99
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Court Litigation; Cultural Awareness; *Cultural Differences; *Disabilities; *Disability Identification; *Diversity (Student); Elementary Secondary Education; Eligibility; Evaluation Methods; Interpreters; *Language Minorities; Limited English Speaking; Minority Group Children; Professional Development; Referral; Student Evaluation
IDENTIFIERS- Colorado

This document discusses strategies for meeting the special education needs of Colorado students who are culturally and linguistically diverse (CLD) and who may have a disability. It begins with a case example of the challenges of serving CLD children with disabilities, a glossary of acronyms and key terminology, and basic principles underlying professional development for meeting the needs of students who are CLD. Section 1 provides information on legislative and judicial mandates concerning CLD students and special education and provides an overview of special education in Colorado. Section 2 outlines steps to identify and assess referral of CLD students to special education. Section 3 provides guidelines for evaluating a CLD student with a suspected disability, including assessment guidelines for cognitive functioning, speech and language functioning, academic functioning, social/emotional/adaptive behavior functioning, physical functioning, transitional/life skills functioning, and for determining eligibility for students with perceptual and communicative disability. The effective use of interpreters and translators is also addressed. Appendices include information on using the student record to gather information, the family interview, classroom consultation, and basic requirements and examples for conducting a district file review. (Contains 41 references.) (CR) generally in poorer physical condition, often lack key facilities requirements for education reform, have unsatisfactory environmental factors, and are less able to support computer and communications technology. Three appendixes provide: (1) a description of the methodology used; (2) a list of BIA schools for school year 1996-1997, by state, (name of school, city located, grades, enrollment FY 1997, percentage change since FY1987, and since FY1992, and number of portable classrooms); (3) comments from the Department of the Interior. (GR)

ED 426 579 EF 005 175

Miller, Norma L., Ed.
The Healthy School Handbook. Conquering the Sick Building Syndrome and Other Environmental Hazards In and Around Your School.
PUB DATE- 95
NOTE- 440p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Asbestos; *Child Health; *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; Flooring; *Health Conditions; Lighting; *Public Schools
IDENTIFIERS- Building Maintenance; *Indoor Air Quality; Radon; *Sick Building Syndrome

This book compiles 22 articles concerning sick building syndrome in educational facilities in following three areas: determining whether a school is sick; assessing causes and initiating treatment; and developing interventions. Articles address such topics as managing the psycho-social aspects of sick building syndrome; how indoor air quality affects pre-existing health problems; adverse effects of artificial lighting on learning and behavior in children; the least toxic approaches to managing pests in schools; the multidisciplinary team approach to treating environmentally triggered illnesses in school-age children; the practical and cost-effective approaches to building, remodeling, and maintaining schools; and the legal aspects of pollution in schools. (GR)

ED 426 580 EF 005 178

Grocoff, Paul N.
Electric Lighting and Daylighting in Schools. IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Educational Facilities Improvement; Elementary Secondary Education; Energy Conservation; *Lighting; *Public Schools
IDENTIFIERS- Retrofitting; Skylights

This report examines both electric lighting and daylighting, composition studies in general. In addition, it is proposed that specialists in both WAC and English-as-a-Second-Language have much to learn from each other. Mutually beneficial ways of achieving interdisciplinary collaboration between the two fields are considered. (Contains 14 references.) (MSE)

ED 426 603 FL 025 648

Roberts, Kari
Elementary Foreign Language Immersion Programs: Amount of Direct Instruction in the Foreign Language.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Curriculum Design; Elementary Education; *Grammar; *Immersion Programs; Instructional Effectiveness; Language of Instruction; *Language Teachers; Second Language Instruction; Second Language Learning; *Sentence Structure; Teacher Attitudes; *Time Factors (Learning); *Vocabulary Development
IDENTIFIERS- Content Area Teaching

A study investigated the relationship between the degree to which students in an elementary foreign language immersion program use appropriate grammar, sentence structure, and vocabulary, and how many minutes per week teachers use direct instruction to teach these skills. Elementary foreign language teachers (n=53) were surveyed to (1) investigate their beliefs about how often their students use appropriate grammar, sentence structure, and vocabulary, (2) determine how much time immersion teachers spend on direct instruction each week, and (3) examine how satisfied they are with the amount of time they spend on these skills. Quantitative results suggest that students do not frequently use these skills appropriately, and that use of the skills improves with the length of enrollment in the immersion program. Qualitative findings suggest that teachers have very different opinions about how much time should be spent on direct instruction; some wish they could spend much more time, while others are content with integrating these skills into content instruction. Suggestions for further research to address this discrepancy are offered. The questionnaire and cover letters to teachers and superintendents are appended. (Contains 10 references.) (MSE)

ED 426 604 FL 025 649

Birner, Betty, Ed.
Why Do Some People Have an Accent?
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dialects; *English (Second Language); Language Patterns; *Language Variation; *Languages; *Phonology; *Pronunciation; Second Language Learning; *Second Languages; Transfer of Training

This brochure explains in lay terms what an accent is and how it occurs, focusing on how learners of English-as-a-Second-language come to have what is perceived as an accent. It begins with an explanation of two kinds of accent: that of a non-native speaker and that of a speaker from a particular region

Woodward, Tessa, Ed.
The Teacher Trainer, A Practical Journal Mainly for Modern Language Teacher Trainers, 1998.
PUB DATE- 98
NOTE- 109p.; For volumes 3-12 (1989-1998), see ED 335 964, ED 335 954, ED 341 256, ED 356 642, ED 404 844, ED 376 730, ED 388 111, FL 025 680, FL 025 681, and FL 025 682, respectively.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Chaos Theory; Classroom Environment; Classroom Observation Techniques; Classroom Techniques; Dialog Journals; Educational History; *Foreign Countries; Grammar; Group Dynamics; Higher Education; Inservice Teacher Education; Instructional Materials; Journal Writing; *Language Teachers; Mentors; Microteaching; Peer Evaluation; Peer Teaching; Practicums; Preservice Teacher Education; Reading Materials; *Second Languages; Stress Management; Study Abroad; Teacher Attitudes; *Teacher Education; *Teacher Education Curriculum; Teacher Student Relationship
IDENTIFIERS- *Mexico; United Kingdom

The three issues of the journal on second language teacher education include these articles: "Making a Course Your Own: Involving Trainees in the Planning and Evaluation of a Special Group Summer Course Abroad" (Klaus Lutz); "Task Based Learning - Appropriate Methodology?" (Jane Cadorath, Simon Harris); "Building Group Spirit in Teachers' Groups in Flux" (Rachel Bodle); "What's Your Mentoring Style?" (Ingrid Wisniewska); "A Teacher's Essay on Criticism" (Richard Watson Todd); "Pioneering EFL Teacher Training" (Brita Haycraft); "Using Graded Readers in the Classroom -Practical Considerations" (Derek Strange); "Are You Honest?" (Elizabeth Adams); "Helping Teachers To Reflect - An Application of NLP" (David Bowker); "Chaos Theory and the PDSA Cycle" (David King); "Grammar in MA TESOL Programs: A Redefinition" (Ardith Meier); "Fear and the Classroom" (Jenny Leonard); "Peace in the Gulf"; "The Good Teacher Trainer" (Simon Borg); "The Challenge Beyond the Teacher's Desk: Simulation and Role Play for Training Class Management" (Gabriella Grigoriou, Fabiola Popescu); "Diary Writing for Self-Reflection" (Ng Jueh Hiang); "Teachers Develop, Teachers Research TDTR3"; "What Is a Teacher? Changing Perceptions" (Jenny Pugsley); "Observation in the Round" (Katy Salisbury); "Constructing Pyramids: A 3-D Metaphor for Teacher Trainers" (Jeremy Parrott); "People Who Train People: Rachel Bodle"; "Reflecting on Training" (Bettinetti, B.; Monticolo, G.; Tropea, R.); "Redesigning the Language Awareness Component on Pre-Service TEFL Courses" (Andrew Foster, Paul Mercieca); "Interview with David Graddol of English 2000"; Wider Exposure to Classroom Reality" (Regina Lo); and "Action Plans for Ending a TT Course" (Monika Gedicke). Notes on publications and professional activities are also included in each issue. (MSE)

ED 426 626 FL 025 697

Smith, Susan M.
One Teacher's Reflections Using Folktales To Teach the National Standards.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (45th, New York, NY, April 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

numerically controlled machinery; and machine breakdowns were rare in Germany, but common in Britain. The different productivity levels were also due to workers' capabilities, which could be explained as a consequence of differences in work preparation. Implications for Australia were to emphasize skilling to increase productivity in customized, high-quality products; to develop technological competence; and to implement rigorous student assessment. (Contains 46 references.) (YLB)

ED 426 185 CE 076 964

Realising the Learning Age. A Response to the Government Green Paper from the National Institute of Adult Continuing Education.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Counseling; Adult Education; Adult Programs; Change Strategies; *Continuing Education; Credits; Education Work Relationship; Educational Change; Educational Needs; *Educational Policy; Financial Support; Foreign Countries; Government Role; *Government School Relationship; Higher Education; *Lifelong Learning; Needs Assessment; Participation; Position Papers; Program Improvement; Public Policy
IDENTIFIERS- *Great Britain; Individual Learning Accounts (England); *Learning Society

Great Britain's National Institute of Adult Continuing Education (NIACE) generally accepts the vision and analysis in the British government green paper "The Learning Age." The NIACE accepts the paper's analysis of the challenges facing Great Britain if it is to become a learning society, and it welcomes the government's commitment to expand further and higher education by 500,000 places. The following principles underpinning the green paper are also endorsed: investing in learning to benefit everyone; lifting barriers to learning; putting people first; sharing responsibility with employers, employees, and the community; achieving world class standards and value for money; and working together as a key to success. The following initiatives are also endorsed by the NIACE: university for industry, individual learning accounts, credit, and widening participation. However, the NIACE also believes that the green paper should have included more attention to such issues as the following: clear allocation of responsibility for creation and resourcing of a coherent network of local advice and guidance provision for adults; challenges in meeting the learning aspirations of people living in inner cities or rural communities; and ways provision can be scaled up to implement and deliver training through the use of new technologies. (MN)

ED 426 186 CE 076 967

Karier, Thomas
Welfare Graduates: College and Financial Independence. Policy Notes 1998/1.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *College Graduates; Economically Disadvantaged; Educational Attainment; *Educational Benefits;

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Students; Case Studies; Competence; Conflict Resolution; Decision Making; Decision Making Skills; Job Skills; *Learning Activities; Learning Modules; On the Job Training; *Problem Solving; Teaching Methods; *Workplace Literacy

This workbook suggests six problem-solving steps to help employees in workplace literacy programs learn how to solve problems: identify the problem; clarify goals; examine alternatives; choose; act; and evaluate and react. Fifteen problem scenarios are provided for group efforts in problem solving. A problem-solving questionnaire and questionnaire results from people in various fields of teaching are also included. (KC)

ED 426 204 CE 077 685

Project Future Workplace Literacy Project. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 21p.; Project conducted in partnership with Futura Plastics and Engineering, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Cooperative Programs; Education Work Relationship; Institutional Cooperation; *Job Skills; Literacy Education; *Manufacturing Industry; *Outcomes of Education; Plastics; Program Evaluation; School Business Relationship; *Workplace Literacy

Project Future was a 3-year project begun in 1994 as a partnership between the Jefferson County Public Schools and Futura Plastics and Engineering, Inc., Louisville, Kentucky. The project targeted the workplace basic skills of plastic injection molding production workers. The skills classes improved the general education of the workers with instruction in mathematics, reading, writing, English (second language), workplace skills, and basic computer skills, tied to materials used in the workplace. Examples from home and family were also used in the classroom instruction. As a result of this project, a software program for basic skills training in the plastics industry and a basic skills curriculum guide were developed, and 348 plastics industry employees were trained. Project evaluation and the ability to serve the targeted number of participants were hampered by the transiency of the work force, employee layoffs, shift work, and the use of different instruments for pretests and posttests. Some evidence showed, however, that students who attended the classes improved their skills and were able to transfer their skills to the workplace. Having the classes in place allowed the company to recruit non-English-speaking employees that they would not have been able to employ otherwise. The greatest impact of Project Future seemed to be on long-term employees who took multiple classes, feelings, and experiences; examine, discuss, and think about what "we have written about our past and present experiences"; and learn how to listen to "our own and others' writing." Weeks 7-8 objectives are as follows: use a computer and word processing program to express thoughts, feelings, and experiences; examine and discuss what other writers have written about their past experiences and the experiences of others; and help students see literature as part of a whole. Two appendixes contain writings by students and handouts. (YLB)

ED 426 222 CE 077 849

Zavez, Joan; And Others
ESOL Workplace Photos and Lesson Plans.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 18p.; Product of the Casco Bay Partnership for Workplace Education. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Course Content; *Education Work Relationship; Job Skills; Learning Activities; Lesson Plans; Literacy Education; Occupational Safety and Health; On the Job Training; *Second Language Instruction; Skill Development; *Vocational English (Second Language); *Workplace Literacy

This teaching guide contains nine lesson plans for teaching job-related English for speakers of other languages (ESOL) to employees at Barber Foods in Maine. The lessons cover the following topics: (1) rotation directions; (2) protective clothing (level 2 and level 2/3); (3) talking to supervisors; (4) accident prevention; (5) machinery identification and purposes; (6) personal hygiene; (7) safety signs; and (8) job tasks. Two appendixes listed materials needed for the lessons and provide photographs of Barber employees performing on the job. Lesson plans consist of task, skills, linguistic skills, learning and problem-solving skills, concept and content, descriptions and materials for conducting lessons, student assessment, and comments and recommendations. (KC)

ED 426 223 CE 077 852

Hannigan, Sheila
"Presenting Yourself" (in Front of Others).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 56p.; Product of the Casco Bay Partnership for Workplace Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Communication Skills; *English (Second Language); Learning Activities; *Public Speaking; *Second Language Instruction; Speech Communication; Teaching Methods; *Workplace Literacy

This curriculum guide contains lesson plans and students handouts for a 12-week (24-class) course on presentation skills. The course has the following objectives: encourage nonnative English speakers to become more expressive and persuasive in

Education; Student Educational Objectives; Tables (Data); *Technical Education; Vocational Followup
IDENTIFIERS- *TAFE (Australia)

The 1998 technical and further education (TAFE) graduate destination survey measured 66,000 vocational education and training (VET) graduates' employment, further study, and opinions. Findings indicated graduates' mean age was 31 years; 55.1 percent were women; 31.2 percent were from a non-English-speaking background; 6.0 percent reported some disability; and 64.7 percent were employed before commencing their course, 16.8 percent were unemployed, and 18.1 percent were not in the labor force. Employment outcomes were that 46.4 percent unemployed before commencing their TAFE course found work; 79.4 percent at school during the 12 months before starting the course were employed; and 51.9 percent were in their first full-time job. With regard to course of study, 33.0 percent received some recognition of prior learning towards their course of study, and 51.0 percent employed during the final semester of the course received some support from their employer. In relation to satisfaction, 78.9 percent of graduates claimed to achieve their main reason for doing a course; 63.9 percent who did their course mainly for vocational reasons felt they received an increase in earnings, promotion, or job change; and 78.5 percent of those whose main reason was vocational thought their course had been highly or somewhat relevant to their job. Also, 38.5 percent were enrolled in further study, and, of them, 23.7 percent were at university, 67.5 percent were at TAFE, and 40.9 percent had received some recognition of prior learning. (Appendixes include 26 tables, explanatory notes, glossary, and survey instrument.) (YLB)

ED 426 243 CE 077 912

Gatti, Mario; Mereu, Maria Grazia; Tagliaferro, Claudio; Markowitsch, Jorg; Neuberger, Robert
The Requirement for Vocational Skills in the Engineering Industry in the Areas of Modena and Vienna. Synthesis Report.
PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Competence; Economic Change; *Education Work Relationship; *Educational Needs; Employment Patterns; *Employment Qualifications; *Engineering; Foreign Countries; Higher Education; Industrial Structure; *Labor Needs; Needs Assessment; Trend Analysis; *Vocational Education
IDENTIFIERS- *Austria (Vienna); *Italy (Modena)

Requirements for vocational skills in the engineering industry in Modena, Italy, and Vienna, Austria, were studied. In Modena, employees of a representative sample of 90 small, medium, and large firms in the mechanical processing, agricultural machinery, and sports car manufacturing sectors were interviewed. In Vienna, data were collected through 8 case studies and interviews with 14 industry experts and national-level educational officials, 30 human resource management experts in 25 firms, and 20 individuals responsible for technical areas in representative firms. In 1991-1995, the size of Vienna's engineering production and car manufacturing sector decreased sharply (from 1,080 firms employing 25,822 individuals to 145 firms employing 12,130 individuals). In Modena, the sector shrank only slightly (from 154 firms employing 8,447 individuals to 136 firms employing 8,104

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Cognitive Style; Communication Skills; Demonstration Programs; Holistic Approach; Learning Activities; Learning Processes; *Literacy Education; *Meetings; *Partnerships in Education; Program Evaluation; Questionnaires; Records (Forms); *School Business Relationship; *Supervisors; Transfer of Training; *Workplace Literacy

This manual, which is intended for educational providers responsible for working with company supervisors of learners involved in workplace basic skills classes, consists of agendas, activities, and other materials for two 3-hour meetings intended to help workplace educators solicit the input required to develop a holistic, outcome-based approach to effective instruction and bridge the gap from transfer of instruction to the workplace. Although the meeting agendas were developed for a specific workplace education program funded by a national literacy grant, they can be adapted and customized to fit the needs other workplace education programs and companies. The topics on the first meeting's agenda are as follows: overview (goals and objectives, grant participants' roles, value of basic skills education); what information is learned (job icebreaker activity, education terminology, curriculum to build knowledge in the workplace and beyond); and how information is learned (learning styles, learning styles in the workplace, and characteristics of adult learners). The second meeting is devoted to the following topics: communication (expected employee behaviors, effective listening, questioning techniques, feedback skills, communication suggestions); knowledge transfer (National Grant Evaluation chart, six-step student transfer process); and evaluation (supervisor questionnaire, supervisor's assessment form, workshop evaluation sheet). (MN)

ED 426 260 CE 077 944

Dwyer, Ann
WINS: Workplace Improvement of Necessary Skills. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Community Colleges; Education Work Relationship; Educational Benefits; Partnerships in Education; *School Business Relationship; *Skill Development; *Statewide Planning; Two Year Colleges; *Workplace Literacy
IDENTIFIERS- High Performance Work Organizations; *Washington

The Workplace Improvement of Necessary Skills (WINS) project was initiated by a statewide coalition of Washington businesses and educational institutions to prepare workers in a number of high-performance workplaces to participate fully in their work environments. Together, the project's 11 sites served 872 participants. All project instructors participated in an initial 3-day orientation/training program, curriculum

Redovich, Dennis W.
The Big Con in Education in the U.S. and Wisconsin. What Is the Big Con? Report 3.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Education Work Relationship; *Educational Needs; Employment Patterns; *Employment Projections; *Labor Needs; Position Papers; Postsecondary Education; Secondary Education; *Statewide Planning; *Vocational Education
IDENTIFIERS- United States; *Wisconsin

The report asserts that U.S. and Wisconsin schools and workers are being used as scapegoats for the nation's and the state's social and economic problems. The propositions that U.S. students are not globally competitive and U.S. schools failures are "complete hoaxes." The report further asserts that a third big hoax being perpetrated on schools and workers is that undefined new and emerging high-tech, high-skill, high-pay jobs of the future are dramatically increasing in numbers. The paper suggests that most jobs do not require higher-level education or math and science skills and that technology and computers are making jobs simpler, rather than more difficult. Wisconsin's Bureau of Workplace Information tabulates and analyzes work force data. The Wisconsin Projections for 1994-2005 are more objective than the U.S. Department of Labor's job projections. This position paper includes six graphs containing U.S. Department of Labor and Wisconsin Department of Workforce Development employment projections for selected occupations through 2006 and a comparison of the two sets of projections. (MN)

ED 426 277 CE 077 971

Gordon, Howard R. D.
Personality Type Profiles of Beginning Secondary Technical Education Teachers in West Virginia.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Personality; Personality Measures; *Personality Traits; Secondary Education; *Secondary School Teachers; State Surveys; *Technical Education; *Vocational Education Teachers
IDENTIFIERS- *Myers Briggs Type Indicator; West Virginia

A study developed and examined personality type preference profiles of beginning secondary technical education teachers in West Virginia. The target population consisted of all beginning secondary technical education teachers (n=34) employed by the West Virginia Department of Education during the 1998-99 school year. The Myers-Briggs Type Indicator (MBTI) was used to gather personal data and categorize personality type. This 126-item forced choice questionnaire elicited preference on 4 dichotomous scales or dimensions that allowed separate indexes for the following: extraversion (E) or introversion (I), sensation (S) or intuition (N), thinking (T) or feeling (F), profile and judging (J) or perception (P). The four major MBTI type components among the respondents were as follows: ESTJ (32%), ESFJ (18%), ISFJ (12%), and ISTJ (9%). Analysis showed respondents were more sensing (27%)/less intuitive (6%) and teams or groups; leadership effectiveness; and basic technology skills. (Contains 16 annotations of resources that can help practitioners provide a new focus to their education and training efforts.) (YLB)

ED 426 296 CE 078 016

Kerka, Sandra
Universities of the Third Age: Learning in Retirement. Trends and Issues Alert No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Aging (Individuals); Annotated Bibliographies; Community Education; Developed Nations; Distance Education; *Foreign Countries; *Lifelong Learning; *Nonformal Education; *Nontraditional Education; Older Adults; *Retirement
IDENTIFIERS- Australia; Canada; France; Great Britain; *Institutes of Learning in Retirement; *Universities of the Third Age

This brief suggests that Universities of the Third Age (U3As) provide learning opportunities for older adults. Worldwide, they typically take one of two forms. Based on the first U3A founded in 1973, the French model is university based and offers mostly formal courses. Arising in Cambridge in 1981, the British model emphasizes informal, autonomous self-help groups in which the instructors are usually third-agers themselves. In the United States and Canada, the term U3A is virtually unknown, but the form exists as Institutes of Learning in Retirement (ILRs), begun in 1962. Most of the more than 200 ILRs are linked by the Elderhostel Learning Network. They are community based and often conducted by members; many are affiliated with colleges and universities. Issues that U3As/ILRs must address to sustain their momentum into the 21st century include the following: broadening participation to more diverse groups of elders; exploiting the networking possibilities of the World Wide Web; addressing the intergenerational imperative by encouraging reflection on life experiences and integration of self; and fostering research on aging by third-age participants themselves. (Contains 19 annotations of print resources and contact information for 5 organizational resources.) (YLB)

ED 426 297 CE 078 017

Wagner, Judith O.
Career Planning on the Internet. Trends and Issues Alert No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Career Development; Career

Kasper, Deirdre; Welsh, Sarah; Chambliss, Catherine
Educating Students about the Risks of Excessive Videogame Usage.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cardiovascular System; College Students; *Health Related Fitness; Higher Education; Risk; Smoking; *Video Games
IDENTIFIERS- Blood Pressure

The relationship between videogame usage, active exercise, television viewing, and measures of blood pressure is explored. Videogame participation, especially playing sports or action games, simulates involvement in aggressive situations. This may activate the fight or flight response in players. This response has been associated with blood chemistry changes which may be linked to cardiac risks. College students who play these games excessively may, therefore, place themselves at greater risk of developing cardiovascular problems. Because active exercise seems to neutralize some of these problematic blood chemistry changes, those videogame players who remain physically active should attenuate their risk. Twenty males ages 18 to 22 and three females ages 19 to 20 were given a questionnaire to measure their videogame and television usage and exercise patterns. Smoking habits were also assessed. Both diastolic and systolic blood pressures were somewhat lower among participants in the low videogame usage group than among those in the medium and high usage groups. This pilot investigation suggests the need for additional research exploring the possible detrimental effects of high levels of videogame usage using a larger, more representative sample. (EMK)

ED 426 316 CG 028 989

Gottlieb, Michael C.
Procedures in Couple and Family Therapy Documentation: Legal and Risk Management Issues.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Records; *Confidentiality; Counselor Role; Ethics; *Family Counseling; Family Problems; Group Therapy; *Legal Responsibility; *Risk Management
IDENTIFIERS- *Family Therapy

The ethical problems of the therapist who sees couples or families, who are in conflict and who may wind up in legal battles later, are reviewed. Special problems of confidentiality and the therapist's obligations to each and all are discussed. The background of the development of concepts of confidentiality is discussed and applied to the situation of multiple patients. If more than two persons are present, confidentiality cannot be said to exist in a legal sense. Should therapists stop treating couples and families? The paper asserts that systematically based therapies have a unique ability to address relational problems and, in order to do that, must see clients in interaction. Other options, such as seeing only individuals or keeping separate records for individuals are considered; but the loss of important

ED 426 336 CG 029 026

Growing Up Drug-Free: A Parent's Guide to Prevention.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Drinking; *Drug Abuse; Elementary Secondary Education; *Parent Child Relationship; *Parenting Skills; *Prevention; Substance Abuse

Illustrated with children's drawings, this booklet makes it clear why drug use is a serious matter for young people. Chapters include: (1) "How This Book Will Help You"; (2) "Laying the Groundwork", which guides parents in creating a space to talk about drugs with their children; (3) "Talking with Your Children Effectively", which introduces the concept of "teachable moments" and includes handling family history of alcoholism or drug abuse; (4) "Your Child's Perspective", which discusses what attracts children to try drugs; (5) "How to Teach Your Child about Drugs" which covers approaches for specific age groups from preschool through high school; (6) "What To Do If You Think Your Child Might Be Using Drugs"; (7) "Getting Involved and Staying Involved", which covers parent-school partnerships and community efforts for drug abuse prevention; (8) "Specific Drugs and Their Effects", which provides a picture glossary of street drugs; (9) "Where To Get Information and Help." Support groups, prevention and treatment information resources, parent mobilization groups, websites for parents, and recommended reading are listed. (Author/EMK)

ED 426 337 CG 029 029

Media Sharp: Analyzing Tobacco and Alcohol Messages. Leader's Guide.
PUB DATE- 97
NOTE- 79p.; Accompanying videotape is not available from EDRS. It can be purchased from the Centers for Disease Control and Prevention.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Adolescents; Critical Thinking; *Drinking; *Mass Media Effects; Prevention; Skill Development; *Smoking; Social Attitudes; Social Influences; Substance Abuse; *Thinking Skills; Youth Problems
IDENTIFIERS- Behavior Management; *Media Imagery

This curriculum guide for educators, youth group leaders, and health professionals provides materials for teaching young people to critically evaluate the media which influences them, with particular reference to alcohol and tobacco use. Part 1, "Youth, Media, Tobacco, Alcohol," presents background facts and concepts. The relationship of youth and media is explored. Part 2, "Getting Media Sharper," covers program implementation. Five teaching modules are included: (1) "Ready. Set. Action!" provides basic tools for critically evaluating media messages; (2) "It's All in the Marketing (Advertising, Promotions, Event Sponsorships)" contains four activities to help young people grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Arizona, 2,677 students in 106 public schools were assessed. This report describes the reading proficiency of Arizona fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Arizona on the NAEP reading scale was 210 compared to 216 nationwide. (SR)

ED 426 357 CS 013 366

NAEP 1992 Reading State Report for Arkansas. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arkansas; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Arkansas, 2,589 students in 116 public schools were assessed. This report describes the reading proficiency of Arkansas fourth-graders and compares their overall performance to students in the Southeast region of the United States and the time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Maine on the NAEP reading scale was 228 compared to 216 nationwide. (SR)

ED 426 371 CS 013 380

NAEP 1992 Reading State Report for Maryland. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maryland; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Maryland, 2,786 students in 110 public schools were assessed. This report describes the reading proficiency of Maryland fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Maryland on the NAEP reading scale was 212 compared to 216 nationwide. (SR)

ED 426 372 CS 013 381

workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Oklahoma on the NAEP reading scale was 221 compared to 216 nationwide. (CR)

ED 426 386 CS 013 395

NAEP 1992 Reading State Report for Pennsylvania. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Pennsylvania; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Pennsylvania, 2,805 students in 114 public schools were assessed. This report describes the reading proficiency of Pennsylvania fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Pennsylvania on the NAEP reading scale was 222 compared to 216 nationwide. (CR)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; *Conventional Instruction; Elementary Education; Phonics; *Spelling; *Spelling Instruction; Student Needs
IDENTIFIERS- Bloomfield (Leonard); *Curriculum Implementation; Spelling Patterns

Traditional methods of teaching spelling emphasized that pupils might write each new spelling word correctly and repeatedly from a weekly list in the spelling textbook. Some weaknesses in this approach are that rote learning is being stressed without emphasizing application of what has been learned, and that there is nothing which relates the spelling of words correctly to situations in daily life. A review of traditional methods of teaching subject matter shows that sometimes these approaches were successful. The issue of phonics versus the whole word method of instruction in spelling has been around for some time. Leonard Bloomfield's linguistic approach, whereby pupils learned through a patterns approach in reading and in spelling, does not stress phonics, but phonics is inherent in the method. Many approaches should be used in helping pupils learn to spell well, based on the pupil's style of learning and based upon what works. The following approaches should be stressed in teaching spelling: (1) all pupils should experience phonics instruction as an approach to unlock words, but it should not be overdone; (2) the key to how much phonics to teach should be based upon what a specific child needs; (3) the teacher should focus upon the individual pupil rather than debate phonics versus holistic approaches; (4) diverse procedures should be used in teaching spelling to provide for the pupil's learning style; and (5) a patterns approach may assist some pupils in spelling development. (Contains 11 references.) (NKA)

ED 426 404 CS 216 558

Hurley, John
Using Parody To Teach Some Writing Elements.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Parody; *Poetry; Prose; Student Writing Models; Teaching Methods; Writing (Composition); *Writing Instruction; Writing Processes; Writing Strategies

This paper discusses parody as an effective pedagogical device and as a way of teaching recognition of, and appreciation for, form. If the subject parodied is in poetic form, then rhyme and rhythm become factors for the parodist to consider. If the subject parodied is in prose, then the parodist must address the techniques of narrative, exposition, description, and dialogue. The paper offers examples of original poetry by famous authors, with accompanying parodies, many by the author himself. Without providing any original text, the author also provides a parody of Hemingway's prose story "Hills Like White Elephants." Many of the parodies are bawdy in word and content. (CR)

ED 426 405 CS 216 561

often overlooked by those who "blithely" assume the power of academic freedom. Contains 27 notes. (NKA)

ED 426 424 CS 509 957

Farley-Lucas, Bonnie

Sitting on the Fence: Improving Quality and Relationships through Internal Consulting.

PUB DATE- 98

NOTE- 8p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; *Consultants; Higher Education; *Professional Services; Training

IDENTIFIERS- Academic Community; *Communication Consultants; Communication Strategies

One academic internal communication consultant engages a metaphor to describe her role which indicates an unwillingness (or inability) to choose one side over the other: "sitting on the fence." Some of the benefits for engaging in internal consulting are: consulting activities can provide many positive outcomes for professors and students; there is much gratification from seeing the direct results of training and consulting efforts and being involved in facilitating change which impacts daily work; internal consulting forces one to display the utmost degree of competence and boosts the ego; internal consulting reflects positively on the faculty member's department and helps educate more people on campus about communication professionals; committee service with organizational members whom one has trained and/or facilitated is a joy; and one's own subjective experiences of the university guide your approach to consulting/training activities. On the other hand, some of the drawbacks are: the negative side of "insider status" is that one knows the university's weaknesses and can relate directly to the issues; one may experience an increased sense of responsibility and accountability for programs and services which are beyond one's sphere of influence; increased knowledge of internal political issues and interpersonal conflicts can complicate daily interactions; because of heightened confidentiality, ethical issues must be attended to constantly; although keeping a "low profile" concerning paid activities is better, internal consulting projects are highly publicized; and the income generated for internal consulting in educational institutions is usually far less than might be earned for similar services performed for corporate clients. (NKA)

ED 426 425 CS 509 959

Aitken, Joan E.; Shedletsky, Lenny

On-Line Strategy To Teach Intimate and Safer Sex Communication Skills.

PUB DATE- 98

NOTE- 23p.; Paper presented at the Annual Meeting of the Organization for the Study of Communication, Language and Gender (Portland, ME, October 17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays and criticalness differentiated successful schools from unsuccessful ones. These schools had an underlying principle of cooperation and generally fostered a critical perspective toward certain broad social contexts. Overlapping perspectives were also shared by successful schools. The paper closes with implications for research, practice, and organization. (Contains 67 references, 2 figures and 3 tables.) (RIB)

ED 426 444 EA 029 248

Dixon, Douglas A.
Lessons for "Community" Democratic School Reformers from "Publius" and Friends.
PUB DATE- 98
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Constitutional History; Decision Making; *Democratic Values; Educational Administration; Educational Change; Elementary Secondary Education; Participative Decision Making; Political Attitudes
IDENTIFIERS- *Federalist Papers; *Founding Fathers of the United States

Recent efforts to improve schools through community democratic school decision making and practices conflict with ideas of some of the founding fathers of the U.S. Constitution. There are several differences between the ideas of some contemporary democratic education reformers and those of Publius (the pen name of the authors of the Federalist Papers--Alexander Hamilton, James Madison, and John Jay). The paper describes the reform structures, principles, and practices promoted by three democratic school leaders: Glickman, Levin, and Sizer. These educational leaders' ideas are then described within a framework of eight elements of democracy. Although present-day democratic- school reformers and the Constitutional advocates shared similar language, their words reflect substantially different meaning. Perspectives on the Constitution by Publius, representative of the liberal, democratic tradition identified in an earlier study, are presented and contrasted with elements of the community conception of democracy. Potential problems may arise if consumers of these educational reforms do not understand the conflict between the democratic-school reformers' ideas and those of the founding fathers and scholars of the Constitution. Publius's writings offer valuable lessons about the obstacles community democratic-school reformers face when attempting to implement their principles, processes, and governance mechanisms. (RJM)

ED 426 445 EA 029 250

Foster, Rosemary
Leadership in Two Secondary Schools with a Reputation for Success.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

equitable treatment of religious minorities. The paper consists of four parts: (1) a historical perspective of the Muslim population in Britain; (2) the development of education in Britain along denominational lines; (3) the establishment of Muslim Schools and their attempts to receive public funding; and (4) a discussion of the issues emerging from the recent decision to fund Muslim schools, its implications for education, and effects upon cultural pluralism. Research by Anwar (1993) and Sarwar (1994) estimates the Muslim population at 1.5 million, one-third of whom are school-age children. Since the Education Act of 1993 contains provisions for government support for schools formed by voluntary groups, it is suggested that racial segregation and religious apartheid contradict government rhetoric concerning multiculturalism. Equity before the law is the fundamental issue. The most important emerging issue is thought to be the shifting of sociocultural and economic contexts within which religious and ethnic minorities operate. (Contains 40 references.) (RIB)

ED 426 463   EA 029 540

Smith, Michael S.
Using an Anthropological Lens To Study the Enabling Factors in Successful Collaboration.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual National Conference on Creating the Quality School (7th, Washington DC, March 26-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collegiality; *Cooperation; Elementary Secondary Education; Higher Education; Interpersonal Relationship; Interprofessional Relationship; Personal Narratives; *Writing Across the Curriculum
IDENTIFIERS- Erickson (Frederick)

Given the benefits associated with collaboration, the question arises how to enhance collaborative efforts. Some of the forces that enable collaborative efforts are explored in this paper. The paper presents Frederick Erickson's framework of viewing contexts in three semipermeable levels (macrolevel, institutional level, and personal level) in an effort to explicate the kinds of forces that foster such efforts. Erickson proposed that educators and educational researchers take an anthropological look at school contexts when trying to understand school phenomena. To test this proposal, an anthropological view of a successful collaboration is offered. The collaboration was between the Writing Across the Curriculum Director and an instructor in the teacher-education department of a state college. The text focuses on the institutional level and the support offered by the college but emphasizes that the project's success was attributable to the compatibility between the two persons involved. This compatibility included philosophical resonance; intrinsic rewards, such as the intellectual stimulation in solving curricular problems; the time involved; and the personality resonance. Collaboration, therefore, requires the right conditions both on the institutional level and on the personal level. The project's sustainability was only possible because of the resonance found at the personal level. (RJM)

ED 426 464   EA 029 541

DESCRIPTORS- Democracy; *Democratic Values; *Educational Environment; *Educational Philosophy; Elementary Secondary Education; Social Values; Special Needs Students; Student Development
IDENTIFIERS- Darling Hammond (Linda); Meier (Deborah); Wang (Margaret C)

Learning democratic principles is an important component of education. Ways in which to equip students with the necessary complex knowledge and skills for full participation in a democracy are explored in this report. The text focuses on the distinction between education for democracy and education as democracy, and it explores ways that the democratic process within schools can be encouraged, boosted, and nurtured. It looks at the intersection of education and democracy and explores the balance needed with democratic rights, responsibilities, and restraints. Ways in which to attain democratic outcomes are offered. Interviews with three educational leaders whose research and experiences center on educating for democracy are provided: Linda Darling-Hammond, Deborah Meier, and Margaret C. Wang. Each is asked to reflect upon the meaning of educating for participation in a democracy, particularly how schools can ensure academically rigorous education for all students. Each educator offers an array of strategies that range from democratic school structures to strengthened teacher education, to the use of student diversity as a tool to obtain powerful learning experiences and culturally relevant pedagogy. Some of the key elements of democratic school practices for disadvantaged students, along with the essentials of democratic teaching in action, are offered. (RJM)

ED 426 482 EA 029 580

Lockwood, Anne Turnbaugh
Charter Schools: The Challenge to Public Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Charter Schools; *Criticism; *Debate; Educational Change; Elementary Secondary Education; Nontraditional Education; Program Implementation; *Public Schools

Over the past few years, charter schools have received dramatic popular support. An overview of charter schools, including the arguments of their supporters and critics, is presented in this report. The text presents assumptions about the charter movement and discusses their strengths and weaknesses through a research-based synthesis. Advocates of charter schools claim that these schools illustrate the brute power of the market economy and that its principles can be applied to public schools. Critics, though, point to the tremendous variability of charter schools, and warn that it will be difficult to pinpoint educational outcomes when educational programs differ greatly from school to school. Interviews with Bruno V. Manno, Joe Schneider, Andrea Di Lorenzo, and Alex Medler, four individuals who have differing perspectives on charter schools instructional time in a typical K-12 education system. The findings also relate to the differing opinions of various subgroups that can be used to make minor adjustments in the selection of standards based on the general education level, age, and income level of the local community in question. Sixteen appendices provide overviews of the data. (RJM)

ED 426 501 EA 029 607

O'Rourke, Michael; Briggs, Marnie; Warren-Sams, Barbara
Meeting the Equity Challenge in Public Charter Schools. Revised Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Charter Schools; Civil Rights Legislation; Educational Change; Elementary Secondary Education; *Equal Education; Nondiscriminatory Education; Public Education

This text describes ways to increase awareness of the equity issues embedded in operating a charter school. The guide discusses seven specific equity challenges facing charter schools, examines key equity issues confronting all schools and the strategies to address them, provides a summary of relevant equity legislation, and includes a selection of basic resources. The seven key challenges for equity are the impact on public school districts, selection of students, family involvement, funding, accountability, teacher certification, and special education. Equitable practices are highlighted, and some of the components and strategies of equality are addressed: access, instructional materials, attitudes, language, interactions, learning and teaching styles, confronting bias and stereotypes in the classroom, tracking and ability grouping, family involvement, respect for diversity, and professional development, are addressed. Ways to assess progress in each of these practices are outlined. Since equity is embedded in many federal civil-rights laws affecting education, some of these laws, including the Civil Rights Act of 1964, Title IX, Section 504 of the Rehabilitation Act of 1973, and Goals 2000, are covered. (Contains organizational resources and 57 references.) (RJM)

ED 426 502 EA 029 608

Carr, Maureen Sherry; Braunger, Jane
The Curriculum Inquiry Cycle: Improving Learning and Teaching. Making Decisions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Curriculum; Curriculum Design;

the consumers' skills and confidence in their abilities; (6) reducing processes and procedures to the minimum while maintaining accountability and effectiveness; and (7) building an efficient information resource system to enhance service delivery, management information, and exchange of data between state agencies. (CR)

ED 426 520 EC 306 952

Texas Commission for the Blind: Legislative Appropriations Request for Fiscal Years 2000 and 2001.
PUB DATE- 98
NOTE- 191p.; Submitted to the Governor's Office of Budget and Planning and the Legislative Budget Board.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; *Blindness; Change Strategies; Children; Delivery Systems; Financial Support; Independent Living; Long Range Planning; Personal Autonomy; *Program Budgeting; *Program Costs; Program Proposals; *Rehabilitation Programs; State Agencies; *State Aid; State Programs; *Visual Impairments; Vocational Rehabilitation
IDENTIFIERS- *Texas

This Legislative Appropriation Request (LAR) requests a total of $46,325,825 for the Texas Commission for the Blind for Fiscal Year 2000 and $46,934,426 for Fiscal Year 2001. Funds are designed to meet three major goals: (1) assist Texans who are blind or visually impaired in achieving independent living goals by providing a program of developing independent living skills and increasing the number of children who achieve their habilitative goals by providing habilitative services to children with blindness and visual impairments; (2) assist clients to secure or maintain employment by providing vocational rehabilitation services to consumers and providing employment opportunities in the food service industry; and (3) provide appropriate funds for indirect administration of the program, information resources, and other support services. Charts detail the funding requests for individual line items. (CR)

ED 426 521 EC 306 953

Alaska State Plan: State Plan under Part B of the Individuals with Disabilities Education Act: Fiscal Years 1995, 1996, 1997.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 439p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; Confidentiality; *Disabilities; Disability Identification; Educational Legislation; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Long Range Planning; Preschool Education; Private Schools; Professional Development; Program Administration; Services; *Special Education; *State Programs; *Statewide Planning; Student Evaluation; Student Placement; Student Rights; Transitional Programs
IDENTIFIERS- *Alaska; *Individuals with Disabilities Education Act

This Alaskan state plan details services to be provided to preschool, elementary, and secondary students for Fiscal Years 1995, 1996, and 1997 under the Individuals with Disabilities services that other agencies may offer. (Contains a list of 19 organizations and 36 transition publications.) (CR)

ED 426 540 EC 306 975

Defining Medically Necessary Services To Protect Children. Protecting Consumer Rights in Public Systems: Managed Mental Health Care Policy. A Series of Issue Papers on Contracting for Managed Behavioral Health Care, #5.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Advocacy; Child Health; Children; *Childrens Rights; Court Litigation; Definitions; Delivery Systems; Due Process; *Emotional Disturbances; *Family Involvement; Family Role; *Health Maintenance Organizations; *Integrated Services; Intervention; Medical Services; *Mental Health Programs; Public Policy; Standards
IDENTIFIERS- Medicaid; *Medically Necessary

This issue paper is designed to help families, advocates and policymakers ensure that "medically necessary" standards in public-sector contracts for managed mental health care protect children's rights, particularly the rights of children who have serious emotional disturbance. Fundamental principles for developing sound contracts for public mental health services for children are provided and include: (1) families should be treated as partners in treatment planning; (2) even where the mental health system has been privatized, the ultimate responsibility for its operation should lie with the public agency; (3) family members and child advocates must have a voice in how the system is designed and run; (4) the managed care plan must address fragmentation in services for children with serious emotional disturbance; and (5) preserving families must be a central goal of child mental health services. Problems with the current definition of "medically necessary" in managed care and in Medicaid law are explained, and court decisions are discussed. A different approach to defining medically necessary services is proposed that addresses the goals of services, purposes of services, standards of service delivery, arbitrary limits, process to determine when services are medically necessary, and links to an appeal system. (Contains 36 references.) (CR)

ED 426 541 EC 306 977

Review of the Exceptional Student Education Program Administered by the Department of Education. Report No. 96-83.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; *Cost Effectiveness; *Disabilities; Educational Assessment; Educational Finance; Educational Quality; Elementary Secondary Education; Federal Legislation; Federal Programs; Population Growth; Poverty; *Program Costs; *School Districts; Services; Standards; State Aid; State Programs; *Student Placement; Technical Assistance
IDENTIFIERS- *Florida

ED 426 560 EC 306 998

Ackerman, Margaret E.
Fetal Alcohol Syndrome: Implications for Educators.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Modification; *Behavior Problems; *Curriculum Design; Curriculum Development; Daily Living Skills; Disability Identification; Early Intervention; Elementary Secondary Education; *Etiology; *Fetal Alcohol Syndrome; Incidence; *Interpersonal Competence; Parent Teacher Cooperation; Self Management; *Student Characteristics

This paper provides a discussion of definitions, historical precursors, and prevalence figures for children with fetal alcohol syndrome (FAS) and highlights relevant medical and behavioral characteristics. It also addresses the educational implications of working with children with FAS in terms of instruction and curriculum. Educators are urged to: (1) provide an appropriate program designed to meet the needs of these unique individuals; (2) provide early interventions for children with FAS and fetal alcohol effects (FAE); (3) teach students the skills that will help them survive and function in the real world, including daily living skills and vocational training; (4) teach communication skills to enable students with FAS or FAE to experience success with peer relations and job skills; (5) teach social skills to children with FAS or FAE; (6) manage inappropriate behavior by considering the classroom environment, conducting a functional behavioral assessment, determining what response the student is receiving from his or her behavior, and teaching the child self-management skills; and (7) collaborate with parents to more effectively provide the support that children with FAS or FAE need. (Contains 25 references.) (CR)

ED 426 561 EC 306 999

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1998: Research, Innovation and Evaluation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 305p.; For the 1997 report, see ED 417 556; for related volumes, see EC 307 000 through EC 307 003.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Early Intervention; *Educational Innovation; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Evaluation Research; Federal Aid; Federal Legislation; Federal Programs; Grants; Knowledge Base for Teaching; Outcomes of Education; Preschool Education; Program Evaluation; *Research and Development; *Special Education; State Programs; *Theory Practice Relationship
IDENTIFIERS- Individuals with Disabilities Education Act; *Office

listing criteria to determine the correct equipment for a school renovation or building project. Specific topics examine use of prismatic lenses; parabolic louvers; and indirect lighting, including the cost savings of using indirect lighting. The report indicates there is no clear answer to which lighting system to select and offers a table of pros and cons of each system to aid in decision making. (Contains 2 references). (GR)

ED 426 581 EF 005 179

Chapman, Robert E.; Rennison, Roderick
An Approach for Measuring Reductions in Operations, Maintenance, and Energy Costs: Baseline Measures of Construction Industry Practices for the National Construction Goals.
SPONS. AGENCY- Office of Science and Technology Policy, Washington, DC. National Science and Technology Council.
PUB DATE- 98
NOTE- 372p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Building Operation; *Construction Costs; *Construction Industry; Elementary Secondary Education; *Energy Conservation; *Measurement Objectives; Public Schools; School Construction
IDENTIFIERS- *Cost Containment

The Construction and Building Subcommittee of the National Science and Technology Council (NCTC) has established seven National Construction Goals for the construction industry and is developing baseline measures for current practices and progress with respect to each goal. This document provides a detailed set of baseline measures for the NCTC goal regarding reductions in operations, maintenance, and energy costs. Following the first chapter's introductory information, chapter 2 introduces the National Construction Goals, describes how a well-defined set of metrics is used to develop the baseline measures and measures of progress, and outlines the project approach. Chapter 3 provides an overview of the construction industry. Chapter 4 presents two data schemes from which key metrics are derived and used to develop the baseline measures. Chapters 5, 6, 7, and 8 examine the baseline measures relating to the residential, commercial/institutional, industrial, and public works sectors respectively. Each sector is examined as to sector size, changes in the sector, and key sector characteristics. The key operations, maintenance, and energy cost baseline measures for each sector are summarized in tabular form at the end of each chapter. Chapter 9 concludes the document with a summary and suggestions for further research. Appendices cover each construction industry sector's individual data hierarchies, as well as providing lists of the assignment of each state to one of the four census regions, the two-digit Standard Industrial Classification Codes, and acronyms and their definitions. (Contains 31 references). (GR)

ED 426 582 EF 005 180

Wohlers, Art
Questions on Program Characteristics. IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 95

in which a language is spoken. The second section examines why foreign speakers have difficulty pronouncing certain sounds in a new language, with examples offered from a variety of native languages. In the third section, the reasons that some sounds appear harder to pronounce than others are discussed. A final section looks at which languages are most difficult to learn, and why. (MSE)

ED 426 605 FL 025 650

Birner, Betty, Ed.
Does the Language I Speak Influence the Way I Think?
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Information Processing; Interlanguage; *Language Processing; *Language Role; *Languages; *Neurolinguistics; Second Language Learning; Second Languages; Transfer of Training

This brochure discusses, in lay terms, the degree to which language shapes thought. The first section describes briefly the questions that linguists have addressed in studying this issue, including how things such as location or time may be conceptualized differently in different language groups, offering examples from other languages in addition to English. The degree to which thought requires language is examined, and distinguished from the degree to which language aids in categorizing information. It is concluded that learning a different language will not change the way an individual thinks but may give insight into the way others do. (MSE)

ED 426 606 FL 025 651

Fodor, Janet Dean; Birner, Betty, Ed.
How Can I Communicate with a Relative Who's Had a Stroke?
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aphasia; *Communication Disorders; *Interpersonal Communication; *Language Role; Neurolinguistics; *Neurological Impairments; *Speech Impairments
IDENTIFIERS- *Cerebrovascular Disorders

This brochure discusses briefly, in lay terms, how one individual can approach communicating with another individual who has suffered a stroke. Two kinds of aphasia (language loss) are distinguished: Broca's aphasia, in which the ability to process grammar is impaired, and Wernicke's aphasia, in which neurological damage impairs the ability to understand what is said and connect words to their meanings. Examples of language change in each case are offered, with explanations of how these changes occur. A concluding section discusses the potential for recovery of language after a stroke, noting differences related to the individual's age, length of time after the stroke, and degree to which other areas of the brain can support re-learning. (MSE)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Class Activities; Classroom Techniques; *Folk Culture; Instructional Effectiveness; Instructional Materials; Listening Comprehension; *Reflective Teaching; Second Language Instruction; *Second Languages; *Spanish; Teacher Developed Materials
IDENTIFIERS- *Folktales; *National Standards for Foreign Language Learning

A fourth-grade teacher in a Spanish partial immersion program describes her search for and use of Latin American folk tales to enhance the curriculum and student learning. Excerpts from the teacher's journal over a period of a year, and covering the beginnings of two school years, reflect on her experiences and on student comprehension and participation. Drawing on a videotape recording of class interaction in storytelling (not included here), the paper then identifies ways in which classroom storytelling techniques, content, and related activities can address the National Standards for foreign language learning in the targeted skills areas of communication, cultures, connections, comparisons and communities. (MSE)

ED 426 627 FL 025 698

Head, Mary K.
Using Animated Lectures To Improve Listening Skills.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; *Cartoons; Classroom Techniques; *Computer Software; English (Second Language); Instructional Materials; Lecture Method; *Listening Skills; Media Selection; Notetaking; *Optical Disks; Second Language Instruction; *Second Languages; Skill Development
IDENTIFIERS- *Grolier Multimedia Encyclopedia

Suggestions are offered on the use of animated lectures on CD-ROM into the curriculum of an upper-intermediate-level course in English-as-a-second-language speaking and listening. The technique is recommended as a means of sharpening student listening skills and preparing students for real-life lectures in college. Animated lectures were drawn from the "Grolier Multimedia Encyclopedia" for this purpose, but additional sources are cited. Guidelines for classroom presentation of the lectures and related class activities begin with the first lecture and become progressively more advanced for the second, third, and fourth lectures. Lecture five and subsequent lessons are considered optional, depending on the ability of the student to work independently. The activities teach note-taking, outlining, and question-predicting skills. Some testing techniques are also offered. (Contains 17 references.) (MSE)

ED 426 628 FL 025 699

Sirinides, Thomas W.
Spirituals: A Historical and Linguistic Analysis.
PUB DATE- 97

Federal Legislation; Higher Education; State Legislation; State Programs; *Unemployment; *Wages; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; *Welfare Reform

A study evaluated the performance of 253 welfare recipients who listed Aid to Families with Dependent Children as an income source and graduated from Eastern Washington University (EWU) between September 1994 and August 1996. Graduates' wages were obtained from the state Employment Securities Division; current welfare status was established through the Spokane office of the Department of Social and Health Services. Findings indicated the following: the attrition rate from welfare was 88 percent; approximately one-third of the graduates were employed, usually part time; the average welfare graduate earned a fairly high hourly wage; and wages increased significantly the longer the graduates were out of school. The new direction of welfare reform at both state and federal levels had generally reduced options available to welfare recipients who wished to complete a college degree. The work requirement, states' discouraging of postsecondary degree programs and advocation of short-term training, and the time limit on support services were significant obstacles. The following measures were recommended to federal and state governments to ensure that welfare recipients were not discouraged from pursuing postsecondary education: child care support; inclusion of college degree programs as part of welfare recipients' personal plan to achieve financial independence; adjustment of work requirement in proportion to level of college enrollment; and extension of support throughout the duration of a college degree program. (YLB)

ED 426 187 CE 077 324

Going On-line. A Research Report on the Use of On-line Technologies by Adult Literacy Teachers and Learners.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 52p.; Project of the Adult Literacy Research Network Node for Victoria.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Computer Uses in Education; *Educational Technology; Foreign Countries; *Internet; Literacy Education; Online Systems; *Professional Development
IDENTIFIERS- Australia (Victoria)

The Literacy Learning through Technology project sought to explore how professionals in adult literacy and basic education (ALBE) in Victoria, Australia, developed their expertise with online technology and incorporated it into their programs. Data were gathered from surveys and follow-up interviews with 10 participants and visits to 9 sites that were in various stages of accessing online technology. Results showed that participants became more proficient with online technology if they had free access to the Internet at work and at home, a technical support network, personal motivation, and purpose. Nine of the 10 had incorporated online technology into their teaching. Factors affecting professional development of ALBE professionals included time and commitment they make for their own development and the benefits it brings to their learners. Workshops were useful for those starting to use the Internet, whereas those at higher levels of expertise might benefit from free access at home. Networking should also be promoted.

improved their skills in several areas, and were promoted to better jobs, benefiting both the employees and the company. (KC)

ED 426 205 CE 077 693

National Workplace Literacy Program. Garment-Related Bilingual (English & Chinese) T.V. Broadcast Lessons. Book I: Episodes 1-15.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 172p.; For Book II, see CE 077 694. For related project reports, see CE 077 782-783.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Basic Skills; Broadcast Television; *Chinese; *Communication Skills; *English (Second Language); Fashion Industry; Literacy Education; *Needle Trades; Partnerships in Education; Second Language Instruction; Sewing Machine Operators; Tests; *Vocabulary Development; *Workplace Literacy

This publication contains a series of 15 garment-related bilingual (English and Chinese) television broadcast lessons produced by the National Workplace Literacy Program of Chinatown Manpower Project, Inc. (Other partners were the Union of Needletrades, Industrial and Textile Employees and the Greater Blouse, Skirt and Undergarment Association in cooperation with SinoVision, a Chinese television station and production company.) The objective of these television lessons is to teach garment-related English terminology to the garment workers who cannot attend classes in the program and to arouse their interest in learning more English. Each lesson is approximately 10-15 minutes in length. They usually begin with a hostess introducing basic garment-related English terms. A real life story follows that incorporates the new vocabulary and their usage. At the end of the lesson, garment-related terminologies are reviewed. A test is included. To facilitate the learning process, all lessons have English and Chinese subtitles. Topics of the 15 lessons are as follows: job titles and job descriptions, parts I and II; garment-making process; principal parts of a sewing machine; problems with a sewing machine; sewing techniques, parts I and II; closures; men's clothing; women's clothing; seasonal clothing; different parts of a garment; measurement and size; fabric materials and care requirements; and reading specification sheets. Answer keys and a glossary are appended. (YLB)

ED 426 206 CE 077 694

National Workplace Literacy Program. Garment-Related Bilingual (English & Chinese) T.V. Broadcast Lessons. Book II: Episodes 16-27.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 141p.; For Book I, see CE 077 693. For related project reports, see CE 077 782-783.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

their communication; empower students to set and achieve goals; enhance students' ability to convey information, opinions, and feelings; and motivate students to become more achievement-oriented. Lesson plans cover these topics: communication, self-esteem, vocal warm-ups, voice qualities, camera and video operation, body language, styles in public speaking, and improvisations. Forms for student exit interviews and a list of 12 references complete the guide. (KC)

ED 426 224 CE 077 854

Summer Site Visits 95. Workplace Education Class Establishes Innovative Networking between Casco Bay Partners.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 15p.; Product of the Casco Bay Partnership for Workplace Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Education Work Relationship; *Field Trips; *Job Skills; Literacy Education; On the Job Training; *Public Speaking; *Skill Development; *Workplace Literacy

Employees of Hannaford Brothers Company, Nichols Portland, and Wood Structures in the Casco Bay area of Maine participated in a series of tours at each worksite for three consecutive Tuesdays in August 1995. Each group of employees, some of whom were limited English speakers engaged in workplace literacy classes, planned a tour of their facility, served as hosts to the other companies, and facilitated a discussion around three topics: safety, quality, and education. Participants volunteered for the event and were expected to develop their planning skills, work as teams, budget time, exercise flexibility during the tours, practice public speaking, and improve their listening skills. For most, this was their first opportunity to do a public presentation about their work and their company. Although excited about the chance, many were unsure about the results. As the tours unfolded, everyone's ability, confidence, and learning became evident. Feedback from all the participants was consistently positive. (KC)

ED 426 225 CE 077 855

Starr, Carole
Supervision Basics. Verbal & Written Communication.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 100p.; Product of the Casco Bay Partnership for Workplace Education.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Communication Skills; Learning Activities; Meetings; Motivation Techniques; On the Job Training; Supervision; *Supervisory Methods; Supervisory Training; Teaching Guides; Teaching Methods; *Verbal Communication; Workplace Literacy; *Writing Instruction

This teacher's guide for a course on basic verbal and written skills for supervisors contains nine sections that cover the following topics: (1) introduction to supervision and group individuals). The following trends characterized Vienna's engineering production and car manufacturing industry: development of problem solving; increase in worker responsibilities and level of skills required; greater production orientation; emphasis on formalized knowledge versus experience; and acquisition of a globalization strategy. In Modena, the following trends were noted: flexible specialization; management of innovative function areas and integrated processes; emphasis on discovery, multifunctionality, and problem solving; rise in technical and specialist knowledge; and greater quality orientation. (Contains 27 tables) (MN)

ED 426 244 CE 077 916

Cristol, Dean S.
School-to-Work Collaboration: University and Public Schools.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Business Education; Citizenship Education; College Role; *College School Cooperation; Consumer Education; *Curriculum Development; Developmental Disabilities; *Education Work Relationship; Elementary Secondary Education; Higher Education; *Integrated Curriculum; Mathematics Instruction; Middle Schools; Music Education; Partnerships in Education; *Public Schools; School Community Relationship; Special Education; Teacher Education; *Vocational Education; Vocational Education Teachers; Work Experience Programs
IDENTIFIERS- Bowling Green State University OH; Ohio (Toledo)

This document contains six papers from a collaborative school-to-work project during which teacher education faculty at Bowling Green State University worked with faculty and staff at Washington Local Schools in Toledo, Ohio, to infuse school-to-work activities within the context of each participating teacher's content area. "Employability Skills" (Kathy Siebenaler Wilson, Sue Cooper, Laurie Gyurko, Meg Smith) demonstrates the integration of business education and school-to-work at the secondary level. Efforts to develop a curriculum integrating career and mathematics objectives are described in "Careers and Math" (Ginny Keen, Linda Hoover). "Consumer Education and Printmaking" (Rosalie H. Politsky, Douglas Dury) explains how two art educators integrated consumer education and printmaking at the secondary level. "No Such Thing as a Free Lunch: Building Citizenship through a School Store" (Cassaundra El-Amin, Roxanne Ward) reports on an integrative approach to building citizenship in a student-run school store in a third-grade classroom. A program connecting the art of making music with the business of music for secondary students is examined in "Arts and Communication & Business and Management" (Isabel Barbara O'Hagin, Brad Sharp). "Skill Development for Community-Based Jobs: Activities for Developmentally Handicapped Students" (Sean Smith, Paula Maier) profiles a program providing community-based jobs to developmentally handicapped secondary students. (MN)

ED 426 245 CE 077 917

Collins, Dale E.

training, and midproject and final meetings. Site task forces developed site-specific recruitment strategies and identified competencies and validated instructional content with business partners. Most sites completed individual educational plans for all learners. Sites developed their own site-specific curricula, which included instruction in problem solving, critical thinking, communication, mathematics, reading, English as a second language, and computer skills. Instructors, coordinators, and business partners indicated that virtually all participants made significant progress. Most sites had strong assessment procedures (including pre- and posttests and supervisor evaluations) in place to document those gains. In addition, all sites were monitored by the project director and evaluated by external evaluators. The curriculum materials were formatted to make them usable by other instructors in other businesses, and an instructor module on basic skills in the workplace was developed. (Reports on all 11 project sites constitute approximately 75% of this document.) (MN)

ED 426 261 CE 077 945

Sperazi, Laura; Cichon, Don
Working toward Quality. Evaluation Report for the Massachusetts Workplace Literacy Consortium.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Consortia; Curriculum Development; Demonstration Programs; Educational Objectives; *Educational Quality; Evaluation Criteria; *Literacy Education; Outcomes of Education; Program Effectiveness; Statewide Planning; *Workplace Literacy

The Massachusetts Workplace Literacy Consortium was funded through a 3-year National Workplace Literacy Program grant. During the second grant year, the consortium operated 25 program sites that were almost evenly divided between health care and manufacturing. The following were the primary reasons programs were started: reduce error and waste (76%), accommodate change in work organization or process (76%), and make greater use of employees who are nonnative speakers of English (68%). Two outside evaluators were hired to evaluate the programs during their second year. The evaluation focused on the following: extent to which the consortium goals were being met; level of implementation of the Massachusetts Indicators of Quality for Workplace Literacy Programs and the indicators' relationship to learner outcomes, workplace outcomes, and program partnership; relationship between instructional methodologies and worker and workplace outcomes; and ways programs could improve. The evaluation documented some learning gains, particularly in English, math, problem solving, and reasoning. (Twenty-five tables are included. Appendixes constituting approximately 50% of this document contain the following: indicators of quality; Indicators PLUS protocol for program coordinators; quality indicators' results; self-score sheet; cost figures; Department of Education data collection forms; plan of operation; and revised guidelines for curriculum documents.) (MN)

ED 426 262 CE 077 946

more judging (27%)/less perceptive (3%). Collected data were also examined according to Keirsey and Bates' (1984) temperament type groupings. Overall, the largest represented temperament type was that of sensing-judging (47%). Teacher educators were recommended to provide prospective teachers with opportunity to use all types of learning strategies and strengthen those not normally preferred. (Appendixes contain 23 references and 6 tables.) (YLB)

ED 426 278 CE 077 972

Brown, LoWan S.
Certificate of Employability. A Rochester, New York, Case Study--Year 2.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; *Educational Certificates; *Employment Potential; Experiential Learning; *High School Graduates; High Schools; Informal Assessment; Job Skills; Pilot Projects; *Portfolio Assessment; Program Implementation; School Business Relationship; *Student Certification
IDENTIFIERS- *Rochester City School District NY

A benchmark program of the Rochester City School District's School-to-Work Transition Initiative created the Certificate of Employability (COE), a supplement to the high school diploma. It verified what students knew through assessment of their academic, citizenship, and attendance records and applied learning skills. In Year 1 (1996-97), the pilot began in three high schools as an option for 12th-grade students. Responsibility of acquiring the COE rested on the student who put together a portfolio. Students were required to present and defend their portfolios showing evidence of skills standards and rated on content and ability to prove achievement of applied learning competencies. At graduation, 54 COEs were awarded. Students reported the COE challenged them, increased ability to be focused, and proved they were competent to obtain employment. In Year 2, more students, educators, and businesses were added. All 9 high schools were included; students in grades 9-12 were eligible. Of about 200 participating seniors, 142 received COEs at graduation. Students felt the COE was valuable and the process allowed them to take pride in their accomplishments. Additional employee sponsors were added for a total of 43. Follow-up of 1996-97 graduates showed that 23 of 54 COE students were employed and 36 were enrolled in postsecondary education. Year 3 activities were to address validation of the COE, staff development, resource allocation/process improvement, and employer sponsorship and involvement. (YLB)

ED 426 279 CE 077 973

Hershey, Alan; Rosenberg, Linda
School-to-Work Implementation Progress: The State Perspective in Early 1996.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Education; *Career Planning; *Employment Opportunities; *Employment Patterns; Information Sources; *Internet; *Job Search Methods; Labor Market; Online Searching; Professional Development; *Resumes (Personal)
IDENTIFIERS- *Electronic Resumes

This brief describes how the Internet serves as a professional development tool, enabling individuals to access information on employment opportunities, workplace trends, prospective employers, and job search strategies. Websites may offer only one service or include a variety of features. Some services are available at no cost, others are fee based. The Internet offers thousands of job search sites, company websites, research sites, career development aids, and online networking resources. Developing an online version of the resume is essential today. Many job sites will post resumes, in most instances, as a free service. Assistance in preparing resumes is available at websites. Although no single website includes everything needed for the job search, the "big board" job banks give beginners a head start on locating the information they need. Most search engines have direct links to a variety of career- or job-related websites. (Contains annotated listings of 33 websites, grouped under these categories: the big board, federal/military, government websites, job search aids, professional/special, state and local, international, and company information. An annotated list of nine print resources is also provided.) (YLB)

ED 426 298 CE 078 058

Huth, Harvey; Denny, Verna Haskins; Nardino, Charles; Bailey, Robert; Street, David; Sinnott, Judy; Spector, Harriet; Trolio, Peter; Dillman, Jenny
The Care and Feeding of a Successful Collaborative Partnership.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Cooperative Planning; *Distance Education; *Literacy Education; *Partnerships in Education; *School Business Relationship; *Workplace Literacy

In this document, representatives from the four partners involved in a self-directed distance learning program for developmental aides responsible for caring for persons with developmental disabilities and/or mental retardation (the City University of New York, a labor union, an executive employee relations office, and a state agency involved in health care delivery) share their insights regarding why their collaborative partnership has been so successful. The document begins with a description of the Distance Learning Project, which was designed to help learners develop needed reading, writing, math, problem-solving, and reasoning skills. The remainder of the document examines the following reasons for the partnership's success: racial, gender, educational, and employment diversity of the members of the program's central guidance team; philosophy that everyone's contribution is important; appreciation and acknowledgment of all team members; commitment to the project; minimum of individual or agency self-interest among team members; inclusion of time for enjoyment in interactional data could be said to create other ethical dilemmas. Guidelines for record keeping are suggested and examples of ways of dealing with legal situations are reported. The therapist's goal is to do what is legally, ethically, and clinically indicated. (EMK)

ED 426 317 CG 028 990

Gottlieb, Michael C.
Role Definitions and Boundary Problems in Child Protection Evaluations.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Neglect; Children; Confidentiality; *Conflict of Interest; *Counselor Role; Ethics; Evaluation; Family Counseling; *Family Problems; *Legal Problems; Legal Responsibility
IDENTIFIERS- *Child Protection; *Family Therapy

Specific ethical problems caused by the multiple roles of the psychologist in cases involving child protection are discussed. Psychologists may serve as consultants, evaluators, therapists, reporters, or monitors for the client and/or the court. When more than one person in the family is involved, or the court orders an additional role for the therapist, conflicts of interest result. Professional practice in psychology has undergone many changes since the introduction of managed care in the mid 1980s. Despite the availability of guidance regarding issues of roles and boundaries, violations occur. Efforts to address this issue, particularly the arena of child protection issues, are discussed. Relevant ideas from the "APA Ethical Principles and Code of Conduct," "Specialty Guidelines for Forensic Psychologists," and the American Psychological Association's "Guidelines for Psychological Evaluations in Child Protection Matters" are introduced. Problems and role conflicts that arise as a result of the several roles psychologists may play in such situations are discussed. Some illustrations are provided of the ethical dilemmas and pitfalls that await the psychologist who, either as an expert consultant or as a mandated reporter of child abuse, becomes involved in a relationship with the court. Guidelines are offered for resolving some of these dilemmas. (EMK)

ED 426 318 CG 028 991

Catalogue of Internet Sites Relevant to Mental Health in Schools. A Resource Aid Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Information Centers; Information Retrieval; *Mental Health; *School Counseling; *World Wide Web

understand how marketing strategies normalize and glamorize tobacco and alcohol use; (3) "That's Entertainment!" contains three activities that teach how tobacco and alcohol use are promoted in entertainment programming; (4) "What's News?" consists of three activities that clarify how news and news-oriented media influence one's perceptions of alcohol and tobacco; (5) "It's a Wrap" provides a summation of the skills and principles of being media sharp. Format is loose-leaf with one 7-minute videotape included. Handouts, worksheets, suggested activities and readings, references, Internet and other resources, glossary, and video supplements are appended. (EMK)

ED 426 338 CG 029 030

Career Activity: Technology and Career Development.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Curriculum; Distance Education; Elementary Secondary Education; Job Search Methods; Lesson Plans; Poetry; School Counselors; *Teacher Education; Teaching Methods; *Technology; Telecommunications; Vocational Education; *World Wide Web
IDENTIFIERS- Oklahoma

This booklet of lesson plans is designed to be used in the classrooms of teachers in Oklahoma who have completed a 40-hour content-rich training program concerning the integration of technology into the curriculum. Lessons appropriate for Middle School/High School and Elementary School are included. Through the training teachers develop skills to engage learners and enhance the overall learning experiences of students through the use of telecommunications and distance learning technology. The focus of the activities is career development, specifically job hunting. The lesson plans span across the curriculum: art, language arts, mathematics, science, and social studies are included. Many of the instructional activities focus on using World Wide Web sites; Internet addresses are included. Reproducible student handouts are provided. Included are technology tips for counselors and teachers. This booklet supplies checklists for recognizing different home pages on the web, tips on video conferencing, hints for using Internet in the classroom, and ideas for constructing bulletin boards concerning technology careers. (MKA)

ED 426 339 CG 029 034

Sheras, Peter L.
Advising Parents with Difficult Children and Adolescents: Managing Stress and Negative Behaviors.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Counseling; Counselors; Family (Sociological Unit); *Parent Child Relationship; School Counseling; Stress Variables

nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Arkansas on the NAEP reading scale was 212 compared to 216 nationwide. (SR)

ED 426 358   CS 013 367

NAEP 1992 Reading State Report for California. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *California; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In California, 2,365 students in 109 public schools were assessed. This report describes the reading proficiency of California fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities

NAEP 1992 Reading State Report for Massachusetts. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Massachusetts; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Massachusetts, 2,545 students in 114 public schools were assessed. This report describes the reading proficiency of Massachusetts fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Massachusetts on the NAEP reading scale was 227 compared to 216 nationwide. (SR)

ED 426 373 CS 013 382

NAEP 1992 Reading State Report for Michigan. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado,

ED 426 387 CS 013 396

NAEP 1992 Reading State Report for Rhode Island. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Rhode Island; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Rhode Island, 2,347 students in 104 public schools were assessed. This report describes the reading proficiency of Rhode Island fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Rhode Island on the NAEP reading scale was 218 compared to 216 nationwide. (CR)

ED 426 388 CS 013 397

NAEP 1992 Reading State Report for South Carolina. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the

Uchmanowicz, Pauline
Why I Study Spanish.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; English Instruction; *English (Second Language); Foreign Students; Higher Education; Second Language Instruction; *Spanish; *Spanish Speaking; Teacher Attitudes; Teacher Role; Teaching Methods; *Writing Instruction

English teachers together with multilingual and multidialect students can create new standards for language use and learning in the classroom. A teacher of writing and ethnic studies finds herself telling her students "I still have time to learn Spanish." Many to whom she speaks these words are native speakers of Spanish, struggling in classroom discussions or in their writing to perfect standard English. Students have disarmed her typical classroom authority primarily through speaking Spanish. When their Spanish seizes English to enforce a collaborative model of instruction in classroom meetings the transformative power of this reversal compels the teacher to renew contact with "el espanol," if necessary, one word at a time. After receiving a notice that the teacher will be delivering a paper called "Why I Study Spanish" in April of the following year, she decides to start learning the language right then and there, vowing to construct a bilingual flashcard series and cart them around religiously. To confront her weaknesses as "la estudiante," she begins to infuse her teaching with multiple language use. The teacher invites her current composition class to showcase their multiple language use in their writing by using "code switching" between English and Spanish. The composition class can no longer be a place divorced from the realities of language use occurring in the concrete terrain that surrounds colleges and universities.(Contains 4 notes and 10 references.) (CR)

ED 426 406 CS 216 562

Karbach, Joan B.
Breaking the Constraints of Silence: The Stories of International Students.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Essays; *Foreign Students; *Freshman Composition; Higher Education; Learning Strategies; Teacher Role; Teaching Methods; *Writing Assignments
IDENTIFIERS- *Personal Writing

One of the first papers that Freshman Composition instructors still teach is the expressive or personal experience essay. Native English Speaking (NES) instructors who teach expressive writing believe that students looking back on their past selves

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Computer Mediated Communication; *Computer Uses in Education; Higher Education; Information Dissemination; *Interpersonal Communication; Intimacy; Learning Strategies; *Sex Education; *Sexuality; Student Development; Teaching Methods; *World Wide Web
IDENTIFIERS- *Safe Sex Practices

Teaching students intimate communication should be an essential part of basic interpersonal communication instruction. Students need to know how to express their needs, their desires, and their expectations about intimacy. Because instructional materials lack the resources and courage two professors needed for their students, the professors developed a web site that includes necessary though controversial information about intimate relationships that students need. The professors have used this website with an undergraduate and graduate interpersonal communication course. The primary purpose of the web site instruction is to help college students talk about intimacy and the Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS). There are basic problems with teaching effective intimate communication: (1) the content is complicated; (2) the topic must be clearly linked to general discussions about interpersonal communication; (3) it is difficult for students to discuss; and (4) the changing nature of the information makes it difficult to stay up-to-date. (An appendix presents 18 pages of web pages and web site addresses.) (CR)

ED 426 426 CS 509 960

Shedletsky, Leonard J.; Aitken, Joan E.
Teaching Intrapersonal Communication with the World-Wide Web: Cognitive Technology.
PUB DATE- 98
NOTE- 21p.; "Paper presented for the Association for the Advancement of Computing in Education, World Conference of the World Wide Web, Internet and Intranet" (Orlando, FL, November 7-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Oriented Programs; *Computer Uses in Education; Course Descriptions; Higher Education; Instructional Innovation; Instructional Materials; Metacognition; *Speech Communication; Teaching Methods; *World Wide Web

This paper offers a brief description of a course on intrapersonal communication with a home page approach using the World Wide Web. The paper notes that students use the home page for completing assignments, readings, posting responses, self-evaluation testing, research, and displaying some of their papers for the course. The paper contains examples of the array of instructional materials provided for students on the web site. Appendixes present an intrapersonal homepage; site table of contents; textbook contributing authors; library and research links for students; course homepage; a textbook preface; beginning of textbook section 1; and questions for discussion. (Contains 10 references.) (CR)

ED 426 427 CS 509 961

DESCRIPTORS- *Constructivism (Learning); Foreign Countries; High Schools; *Parent Attitudes; Perception; *School Culture; *Student Reaction
IDENTIFIERS- *Canada; *Canadian Education Association

This paper reports on an investigation of how students, parents, and staff of 2 schools with reputations for success (they were among 21 schools in the Canadian Education Association's Exemplary School Project) experience and understand leadership. Specifically, the study, guided by a constructivist conception of leadership, sought to find out how students, parents, and staff members perceive the formal organization of the school; perceive the school culture; perceive and experience routine activities within the school; and perceive and experience nonroutine occurrences within the school. Data for the study were gathered between September 1996 and January 1997. The methods of collection included interviews with staff members, students, and parents; regular observations of classroom, hallway, and extracurricular activities; and observations of school meetings. Relevant school, school district, and government documents, including school handbooks, yearbooks, newsletters, and school board policy manuals were also collected for analysis. Findings raise some caution about the potential success of mandated shared-governance models that may not necessarily allow sufficient time for the kind of cultural changes capable of supporting a move from "vision" to "shared philosophy." Teacher leadership was found to be important. The principal, student, and parent respondents in both schools believed that each school's reputation for success was due largely to the efforts and expertise of the teachers. They also believed that the small size of the schools was a critical factor in supporting respectful relationships, and a positive school environment. However, both schools showed evidence of confusion between leadership and management, an elusive understanding of relationships, and competing theories and notions about what leadership is. Forty-five references are included. (JMD)

ED 426 446 EA 029 260

McCulloch, Gary
The National Curriculum and the Cultural Politics of Secondary Schools in England and Wales.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *British National Curriculum; Cultural Influences; *Curriculum Design; Elementary Secondary Education; Foreign Countries; Policy Formation; Politics of Education; *Secondary Education
IDENTIFIERS- *England; *Wales

The National Curriculum, introduced under the Education Reform Act of 1988, has influenced the cultural politics of secondary schools in England and Wales. The National Curriculum began a new phase in the role of teachers developing school curriculum that is characterized by centralized control and external accountability. To many it suggests a crisis in teacher's professionalism. This paper considers the degree of departure in policy and practice represented by the National Curriculum

Kaleva, Elizabeth A.
The Trouble with Academic Discipline.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Constitutional Law; *Court Litigation; Discipline; *Discipline Policy; Elementary Secondary Education; Student Improvement

Educators and attorneys routinely struggle with the issue of mixing academic evaluation with student discipline, as this summary of litigation reveals. The text opens with a synopsis of academic sanctions for nonattendance and unexcused absences, advising school districts that any grade-reduction policy should have an educational purpose. The focus is on "Campbell v. Board of Education of New Milford," in which the court upheld a school district's authority to impose academic sanctions for nonattendance and unexcused absences. The court rejected the plaintiffs' argument that the attendance policy violated substantive due process requirements in that it infringed on the students' fundamental rights to public education. But school districts should note that the school's policy was for educational purposes, not for disciplinary ends. School districts using attendance polices that classify absences due to disciplinary suspension as unexcused and subjecting the student to loss of credit may not rely on the decision in "Campbell" as justification for the policy. Other courts have ruled that a school must be able to demonstrate a reasonable relationship between the student's misconduct and academic performance. Subsequently, school districts should be wary of imposing academic penalties for misbehavior unrelated to educational performance or evaluation. (RJM)

ED 426 465 EA 029 543

Crow, Nedra A.; Adams, E. Ann; Bachman, Michelle; Petersen, Sandy; Vickrey, Susan; Barnhardt, Paul
University-District Professional Development Program: A Systematic Study of Practice.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *College School Cooperation; Educational Cooperation; Elementary Secondary Education; Extension Education; Higher Education; *Professional Development; Teacher Collaboration; *Teacher Improvement

The Professional Development Schools Model (PDSM) allows universities and schools to work together at developing, implementing, and delivering meaningful professional development experiences for practicing educators. One such program is the Utah-Local Educators' Action Research Network (U-LEARN). U-LEARN is a 1-year, 8-credit-hour graduate course that focuses on action research and is taught on-site in schools. The program and course were developed by a team composed of three university-district liaisons and a university professor. A study sought to understand the influence of the U-LEARN class on teachers and classroom practice. The study, which lasted 2 are provided. In these interviews the misconceptions, concerns, purpose, evaluation, parental involvement, and broad educational purposes of charter schools are all addressed. It is hoped that the overview and interviews will expand available knowledge about schools and inform the current debate. A brief self-evaluation tool for school staff who are considering the option of charter schools is presented, followed by a selected 30-item bibliography of references and Internet sites that provide more information on charter schools. (RJM)

ED 426 483 EA 029 581

Lockwood, Anne Turnbaugh
Technology and Education: The Current Debate.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Change Strategies; Educational Resources; *Educational Technology; Elementary Secondary Education; *Instructional Innovation; *Instructional Materials

Technological literacy has assumed a significant position on the national educational agenda. An analysis of technology and its potential to transform education is presented in this report. The text opens by delineating and discussing some of the more urgent questions schools confront as they consider investments in technology. These questions include: How does technology fit into the broader picture of education reform? and What basic guidelines can school leaders and staff employ as they seek adequate resources to ensure that their investment in technology will be cost-effective? Views of four individuals chosen from research and practice are offered. Barbara Means, who is a researcher at the forefront of technology and project-oriented teaching and learning, explains how technology can further constructivist teaching and learning. Her view is followed by those of three practitioners who focus on technology as a teaching and learning tool, on structures that facilitate technology, on developing technological competence for teachers and parents, on costs and investments for technology, on ways technology assists project-oriented teaching and learning, on educating parents and families, on refining school structures to support project-based learning, and on planning and budgeting for technology. Strategies for overcoming resistance, developing a knowledge base for teachers, and ensuring equitable access to technology for teachers and students are also provided. (Contains a self-assessment tool for school leaders and 24 references.) (RJM)

ED 426 484 EA 029 582

Watkiss, Jeffrey D.
Deregulation of the Electric Industry and Its Potential Benefits for School Districts.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

*Curriculum Development; Elementary Secondary Education;
*Teacher Developed Materials; Teacher Participation; Teachers

The Curriculum Inquiry Cycle is a professional development process that supports educators as they match curriculum and instruction to state standards, local needs, and student characteristics. Ways in which to implement this cycle are provided in this booklet. There are four phases in the cycle: examining current practice, making decisions, creating optimal learning environments, and researching the classroom. The goal of the curriculum inquiry cycle is to create a self-sustaining process, applicable to all areas of the curriculum, for improving learning and teaching. Teams composed of teachers and administrators from a school or district can engage in the curriculum inquiry cycle in a variety of ways, onsite or offsite. It begins with teachers' personal knowledge and experience by asking teachers key questions for making decisions, such as what guides their decisions about priorities for student learning and how they articulate their beliefs about curriculum. Curriculum inquiry cycle engages the teachers in various activities that call for teachers to connect ideas about curriculum to beliefs about learning and teaching, so that they can map standards to curriculum, learn about students from demographics, discover activities and evidence of student learning, and visualize the learning context. An appendix provides a variety of participant handouts. Contains 13 references. (RJM)

ED 426 503 EA 029 609

Larson, Robert L.
Changing Schools from the Inside Out. Second Edition.
PUB DATE- 99
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administration; Change Strategies; *Educational Change; Educational Innovation; High Schools; Methods; Organizational Change
IDENTIFIERS- *Change Analysis

This book, focusing on small-scale change in high schools, examines how successful schools effect evolutionary improvement by using what the author calls "a theory of changing." This theory integrates concepts, technical knowledge, human relations skills, and knowledge of the social psychology of the workplace. The book's three major objectives are to enlarge the knowledge base about naturally recurring small scale change in the site-managed school; to provide educators with simple operational concepts and practical techniques of effective change management within the school environment; and to assist the reader in developing one's own theory of changing, as advocated by Fullan (1991), and Sarason (1996). The eight chapters connect six primary themes to organizational literature: (1) Not only are organizations always changing, but the change is usually unnoticed; (2) change is usually effected by people doing ordinary things competently; (3) routine processes are often key levers for improvement; (4) change is unpredictable and poorly understood; (5) organizational adaptation integrates rationality, foolishness, cognition, and affect; and (6) small wins, by initiating a process for continued small wins, strengthen an organization's capacity, Education Act (IDEA). The state plan discusses compliance and services under IDEA provisions that address: (1) the right to education; (2) full educational opportunity goal; (3) identification of students with disabilities; (4) Individualized Education Programs; (5) procedural safeguards; (6) confidentiality of personally identifiable information; (7) least restrictive environment; (8) protection in evaluation procedures; (9) responsibility of state educational agency; (10) comprehensive system of personnel development; (11) private schools; (12) recovery of funds; (13) notice and opportunity for hearings on local educational agency applications; (14) annual evaluation; (15) use of Part B Funds; (16) local education agency applications; (17) interagency agreements; (18) personnel standards; and (19) transition. Appendices include information on compliance monitoring, the preschool grant application, and interagency agreement guidelines. (CR)

ED 426 522 EC 306 954

Ordover, Eileen
Inclusion of Students with Disabilities Who Are Labeled "Disruptive": Issues Papers for Legal Advocates and Parents.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Advocacy; Behavior Disorders; *Behavior Problems; Court Litigation; *Disabilities; *Disability Discrimination; Educational Legislation; Elementary Secondary Education; Emotional Disturbances; Expulsion; Federal Legislation; *Inclusive Schools; Mainstreaming; Services; *Student Placement; *Student Rights
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997

This collection of issue papers addresses the inclusion of students with disabilities who are labeled disruptive in general education classrooms. The publication begins by summarizing new provisions in the Individuals with Disabilities Education Act (IDEA) Amendments of 1997. The provisions make it clearer that students with disabilities must be given meaningful opportunities to learn the bodies of knowledge and skills which all students are expected to master and must receive services designed to address unique disability-related needs which enable them to succeed in the general curriculum. The papers that follow include: (1) "History and Overview," which describes the history of discrimination against and neglect of students with disabilities; (2) "The Legal Underpinnings of Inclusion," which discusses the legal bases of inclusion, in statue, regulation, and case law, including the relevance of behavior; (3) "The Duty To Address Behavior," which discusses the nature and scope of the obligation under IDEA to address behavior; and (4) "The Right To Learn the 'Regular' or 'General' Curriculum," which examines the relationship between inappropriate, and illegal, expulsion from the regular education curriculum and exclusion from the regular education classroom; and (5) "Looking Systematically," which offers starting points for identifying issues that might be ripe for systemic advocacy. (Each paper includes references.) (CR)

ED 426 523 EC 306 955

This report reviews the Exceptional Student Education Programs administered by the Florida Department of Education. Findings of the review indicate: (1) during the 1995-96 school year, Florida spent 1.75 billion for special programs, services, and facilities to serve 368,710 students with disabilities; (2) the number and percentage of children served in exceptional student education programs and the cost of serving those children is increasing both in Florida and nationally; (3) two of the major factors contributing to the increase in Florida's exceptional student population are rising educational expectations and the increasing number of children living in poverty; and (4) Florida school districts vary in their use of the exceptional education program. Recommendations are provided that urge the Department to continue to develop performance measures and standards for exceptional education programs, to implement a new method for allocating exceptional education funding to school districts, and to continue to provide districts with technical assistance on the placement and categorization of exceptional students and closely monitor district performance. (CR)

ED 426 542 EC 306 978

Involvement of General Education Teachers in the IEP Process. QTA Forum: A Brief Analysis of Critical Issues in Special Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; National Surveys; Objectives; *Regular and Special Education Relationship; Standards; State Surveys; Teacher Collaboration; *Teacher Participation; Teamwork; Training
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This report analyzes information received from 37 states and non-state jurisdictions related to the new provision in the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA) that requires participation of general education teachers in the Individualized Education Program (IEP) process. Analysis indicates: (1) 15 of the states reported that general education participation in the IEP process is not new and that general education participation in the IEP process is a statutory and/or regulatory requirement; (2) respondents indicated support for the new IDEA requirement of involving the general education teacher in the IEP process, however, the logistics of such involvements are a significant challenge; (3) 12 of the 37 respondents commented on resource implications for supporting the participation of general education teachers in the IEP meetings, including the need to hold IEP meetings after school or in the evenings, to hire substitute teachers to cover for general education teachers, and for school-level administrative support for general education involvement in the IEP process; and (4) the need for professional development of both general and special education teachers in collaboration, co-teaching, linkage of IEP goals with standards, and the role of special education in enhancing access to the general curriculum. (CR)

ED 426 543 EC 306 979

of Special Education Programs

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized Individuals with Disabilities Education Act (IDEA), Part D. This volume, the first of the directory, describes projects concerning research, innovation, and evaluation. The Research and Innovation program aims to produce and advance knowledge to improve the practices of professionals and others involved in providing services, and to improve educational results for children with disabilities. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free, appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities or who are at-risk of developmental delays. The projects are grouped by the competitions under which they were funded and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index. (CR)

ED 426 562 EC 307 000

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1998: Personnel Preparation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 351p.; For the 1997 report, see ED 417 557; for related volumes, see EC 306 999 through EC 307 003.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Ancillary School Services; *Disabilities; Early Intervention; Educational Innovation; Educational Legislation; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; Inservice Teacher Education; *Knowledge Base for Teaching; Preschool Education; Professional Development; Program Descriptions; Research and Development; *Special Education; *Special Education Teachers; *Staff Development; State Programs; *Teacher Education; Theory Practice Relationship
IDENTIFIERS- Individuals with Disabilities Education Act; *Office of Special Education Programs

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized Individuals with Disabilities Education Act (IDEA), Part D. This volume, the second of the directory, describes projects concerning personnel preparation. These projects are designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities. Emphasis is on ensuring that personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classrooms; *Curriculum Design; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; *Public Schools; School Space

An educational program's characteristics are one of the main factors influencing the number of square feet needed per student. Listed are some initial questions facility planners can ask to help guide the facility design process with the educational program in mind. (GR)

ED 426 583 EF 005 181

Forum on School Construction and Modernization.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bond Issues; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Meetings; *Modernization; Public Schools; School Construction

Education, community, and business organizations are now organizing public forums to address school repair and modernization. This report discusses the need for school modernization assistance, the impact of inadequate school facilities on student learning, school construction planning to receive construction bond allocations, and examples of ways modernization bonds help schools. It concludes with a summary of the Forum on School Construction and Modernization held on April 8, 1998, in Phoenix, Arizona. Forum participants discuss the following questions: why it is important to build, repair, and modernize schools; and whether there are successful stories where buildings have been remodeled or constructed that are making a difference in the way children learn. (GR)

ED 426 584 EF 005 185

Shaping the Future: Middle Schools. Impact on Education Series.
PUB DATE- 98
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Auditoriums; Classroom Design; *Educational Environment; *Educational Facilities Design; Gymnasiums; Intermediate Grades; Junior High Schools; *Middle Schools; Public Schools; *Student School Relationship
IDENTIFIERS- Daily Routines

This book presents those facilities that best meet the needs of contemporary middle school programs by allowing: teaming; an integration of curriculum initiatives; block scheduling; and an increased focus on such areas as advanced technology, physical fitness and wellness, and consumer science. It documents how

ED 426 607 FL 025 652

Birner, Betty, Ed.
Is English Changing?
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diachronic Linguistics; Dialects; *English; *Grammatical Acceptability; *Language Patterns; Language Styles; *Language Variation; *Standard Spoken Usage
IDENTIFIERS- *Language Change

This brochure discusses, in lay terms, how languages change and how English in particular has gone through much alteration over the ages. It explains that languages change because: the needs of its speakers change; individual experience differs, and, therefore, the uses of language differ; new words are brought in from other languages or created within a language; word order shifts; and the sounds of a language shift over time. Specific examples of each are offered. The reader is encouraged to consider some changes clearly occurring in recent decades. The role that dialects and language variation play in language is discussed briefly, and it is noted that "standard" English is simply one dialect of English. (MSE)

ED 426 608 FL 025 653

Jackendoff, Ray; Birner, Betty, Ed.
Why Can't Computers Use English?
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English; Grammar; Language Patterns; *Language Role; Language Variation; *Natural Language Processing; *Programming; Spelling; Syntax

This brochure discusses, in lay terms, how computers process language and why they may have difficulty in processing English. The brochure points out that English is a more difficult language to process than most people think, and that the brain is far more complex than the computer in its ability to decipher meaning. The examples of the word pairs "read/reed" "read/red" are offered to illustrate how differently the human mind and the computer may approach specific words, and how each seeks contextual clues to help find the intended meaning. (MSE)

ED 426 609 FL 025 654

Kuntz, Patricia S.
Distance Education Technology: Foreign Language Instruction in Wisconsin.
PUB DATE- 99
NOTE- 69p.; Revised version of a paper presented at the Annual Meeting of the Wisconsin Association of Foreign Language Teachers (Appleton, WI, November 7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *African Languages; *Black Dialects; Diachronic Linguistics; *Folk Culture; Grammar; *Language Patterns; Language Research; Language Rhythm; *Linguistic Theory; Phonology; Sociocultural Patterns; *Songs
IDENTIFIERS- *Black Spirituals

A study of Black American spirituals focuses on African linguistic patterns that have persisted in them. The analysis begins with a brief account of the history and nature of Black spirituals, the sacred songs created by Americans of African descent during the time of slavery (1619-1864). Six elements of spirituals are identified and discussed, including the distinctive rhythm and percussion, melodies derived from African melodies, typical harmonies, repetition patterns, use of improvisation, and group participation. Three categories of spirituals are distinguished: the call and response chant; slow, sustained, long-phrase melody; and syncopated, segmented body. Multiple levels of meaning in the songs are also examined. An analysis of African linguistic elements in spirituals, based on older and contemporary recordings in both formal and informal settings, looks at specific phonological and grammatical features that have been preserved. (Contains 27 references.) (MSE)

ED 426 629 FL 025 700

Berry, Rosalind; Hudson, Joyce
The Story of Feliks--Bidialectal Education.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Applied Linguistics Association of Australia Conference (University of Southern Queensland, Toowoomba, Australia, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bidialectalism; Classroom Techniques; *Creoles; Elementary Secondary Education; English; *English (Second Language); Foreign Countries; *Indigenous Populations; *Language Variation; *Regional Dialects; Standard Spoken Usage; Writing for Publication
IDENTIFIERS- Australia; *Making the Jump; University of Notre Dame (Australia)

The 10-year history leading to publication of "Making the Jump: A Resource Book for Teachers of Aboriginal Students" is chronicled. The book focuses on acceptance of the Aboriginal students' home language, often a creole or a dialect of English, and the use of that language as a jumping-off point for teaching Standard Australian English (SAE). The book was designed for use in the Kimberley region of Western Australia, but the approach and resources can be applied to other students who speak creole or a non-standard dialect of English. The FELIKS (Fostering English Language in Kimberley Schools) professional development course was developed by a language team within the Catholic Education Office consisting of linguists and English-as-a-Second-Language resource teachers. The course was designed to inform teachers and Aboriginal teacher assistants of the validity of the Aboriginal children's language and provide ideas on how to approach the teaching of SAE. The projects' goals and the positive response are described, and the evolution of the book to provide follow-up materials is explained. These included the book, two University

Recommendations were made to increase technical support for teachers and students and to study the impact of online technology on students. (Contains 26 references and 4 appendices: survey form, interview schedule, list of websites, and list of participating sites.) (KC)

ED 426 188 CE 077 359

Kirkwood, James J., Ed.; Foster, Patrick N., Ed.
Elementary School Technology Education. 46th Yearbook, 1997.
PUB DATE- 97
NOTE- 398p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Educational Research; Elementary Education; *Elementary School Curriculum; *Holistic Approach; *Integrated Curriculum; Mathematics Instruction; Reading Instruction; Science Instruction; *Student Participation; *Teacher Education; *Technology Education; Writing Instruction

This yearbook explores the relationship between elementary school technology education (ESTE) and the traditional subjects of the curriculum, reports on methods of ESTE implementation, and describes roles of teacher preparation and inservice professional development activities for promoting ESTE. Contents include an introductory chapter; 11 chapters in 3 sections, each section beginning with an overview; and a summary. Chapter 1, "The Child, the School, and the World" (Patrick N. Foster, James J. Kirkwood), addresses the three most important components of ESTE. Michael D. Wright's overview of section I introduces a focus on content integration. Chapters 2-5 investigate ways in which technology can be interfaced with school subjects: "Technology as a Social Study" (Cynthia Szymanski Sunal, Dennis W. Sunal); "Mathematics, Science, and Technology" (Vincent W. Childress, James E. LaPorte); "Reading, Writing, and Technology" (J. Fred Ilott, Helen G. Ilott); and "Technology and Children's Literature" (Michael J. Kleeberg, James J. Kirkwood). In the overview of section II, Patrick N. Foster introduces the view of ESTE as a process. Chapters 6-9 explore engaging learners through use of their senses in explorations with technology in the quest to expand their memories and enhance their understanding: "Engaging the Senses in a Quest for Meaning" (Kenneth Welty); "A New Paradigm for Schooling" (Ronald D. Todd); "Implementing a National Program" (Steven Barbato); and "An Articulated Whole-School Approach" (Michael D. Wright, Chip Miller). The overview of section III by James McCracken introduces three chapters that give insight into methods of determining content and application for ESTE. Chapters 10-12 provide direction for training teachers to teach technology to elementary-aged children: "Teacher Education" (Lewis D. Kieft); "Inservicing Teachers" (Barry David); and "Review and Synthesis of Research" (Karen F. Zuga). "Summary and Reflections" (Sharon Brusic) identifies recurrent themes and ideas. Appendixes include the following: "Characteristics of Technology Activities" (Patrick N. Foster), "Snapshots from Practice" (Kenneth Welty), and subject index. (YLB)

ED 426 189 CE 077 360

Rider, Betty L., Ed.
Diversity in Technology Education. 47th Yearbook, 1998.
PUB DATE- 98
NOTE- 198p.

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Bilingual Education; *Chinese; *Educational Television; Employment Interviews; *English (Second Language); Instructional Materials; Interpersonal Competence; Job Application; Job Search Methods; *Needle Trades; Occupational Home Economics; Occupational Safety and Health; Second Language Instruction; Sewing Machine Operators; Student Evaluation; Vocabulary; Vocabulary Development; *Workplace Literacy

This publication contains a series of 12 garment-related bilingual (English and Chinese) television broadcast lessons that were produced to augment an earlier series of 15 lessons. The objective of these television lessons is to teach garment-related English terminology to the garment workers who cannot attend classes in the National Workplace Literacy Program of Chinatown Manpower Project, Inc., New York, New York, and to arouse their interest in learning more English. Each lesson is approximately 10-15 minutes in length. The lessons usually begin with a hostess introducing basic garment-related English terms. This is followed by a real life story incorporating the new vocabulary and its usage. At the end of the lesson is a review of the garment-related terminologies and a test. To facilitate the learning process, all the lessons have English and Chinese subtitles. Topics of the lessons--Episodes 16-27--are as follows: colors and patterns; garment-related tools and sewing machine attachments (parts I and II); safety at work; health at work; workers' benefits; workers' rights; reading a pay stub; job search; job application form; job interview; and talking with co-workers. Appendixes include test answer keys and glossary. (YLB)

ED 426 207 CE 077 774

Aksoy, Hasan Huseyin
Relationship between Education and Employment: How Do Employers Use Educational Indicators in Hiring? Results from a Participatory Observation.
PUB DATE- 98
NOTE- 33p.; Paper presented at the World Council for Curriculum and Instruction Region VI, North American Chapter Interdisciplinary Conference (Ottawa, Ontario, Canada, October 1-3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Education Work Relationship; *Employer Attitudes; *Employment Qualifications; *Entry Workers; *High School Graduates; High Schools; Personnel Selection
IDENTIFIERS- Temporary Employment

A study examined how educational indicators such as high school diplomas, grades, courses taken, and experience are used by employers for hiring purposes. Data were collected through participatory observation (the researcher applied for entry-level and temporary jobs and worked for a few months) and a literature review. The results showed no detailed selection criteria nor any educational qualifications for entry-level temporary jobs. Grades and academic achievement did not seem important to employers, although a high school diploma and mathematics, language, and reasoning abilities were important. Employers especially valued dependability, hard work, and goals; (2) supervision and learning style; (3) listening; (4) feedback; (5) meetings; (6) motivating; (7) delegating; (8) business writing; and (9) conclusion (course summary and feedback). Each section contains a number of class sessions that consist of objectives, activities, materials needed, agenda, activity descriptions, teaching tips, student handouts, and concluding activities. (KC)

ED 426 226 CE 077 857

Workplace Education Curriculum Frameworks for Communication, English for Speakers of Other Languages, and Literacy.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 21p.; Product of the Casco Bay Partnership for Workplace Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Communication Skills; *Competence; *Curriculum Design; *English (Second Language); *Literacy Education; Second Language Instruction; *Workplace Literacy

This document contains three workplace education curriculum frameworks that provide the underlying rationale and competencies for workplace education classes in communication, English as a second language (ESL), and literacy. The frameworks contain basic information about the content of the course, the competencies the students need to master, summaries of information needed, lists of promising instructional practices, and resources needed. The ESL curriculum for Barber Foods (levels 1-2), which includes tasks related to linguistic skills, learning and problem-solving skills, and conceptual and content basics, is included. (KC)

ED 426 227 CE 077 858

Hewey, Bo
Writing Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 34p.; Product of the Casco Bay Partnership for Workplace Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Learning Activities; *Literacy Education; *Workplace Literacy; *Writing Instruction; *Writing Processes; Writing Skills; Writing Strategies

Written by a workplace literacy teacher, this writing curriculum guide contains information, reflections, and student handouts for teaching writing to adult students. Topics covered include motivation to write, misconceptions about writing, the writing process (rehearsal, drafting, revision, editing, and publishing), spelling, and voice. (KC)

ED 426 228 CE 077 859

Evans, Linda J.

Resource Manual Development for Quality Management in the
Radiologic Sciences.
PUB DATE- 98
NOTE- 102p.; Master of science final project, University of Alaska.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Allied Health Occupations Education; Continuing Education; Educational Certificates; Educational Research; *Guidelines; Inservice Education; Literature Reviews; *Material Development; *Quality Control; *Radiologic Technologists; Radiology; *Resource Materials; Student Certification; *Total Quality Management

A study determined elements to be included in developing a resource manual to assist radiologic technologists in completing quality management (QM) activities in diagnostic imaging. The study included these parts: a literature review; survey to assess effectiveness, content features, and improvement of six categories of resource materials (reference texts and guides, professional journals and magazines, manufacturer/vendor support, onsite support, computer software, and audiovisual resources); and a survey of 10 technologists active in QM at diagnostic imaging facilities in Anchorage (Alaska). Findings from eight returned surveys indicated traditional print-based materials were most effective. A lack of respondent knowledge about material content demonstrated a decreasing familiarity with the remaining resources. Survey results guided selection of instructional material methodology for outline development. Outline features were chosen that included elements based on techniques used in textbook design and procedural task writing integrated with job performance aids. The manual's six sections were as follows: definitions and historical perspectives; general principles of quality control (QC); elements of QC monitoring, evaluation, and maintenance; general principles of quality improvement (QI); elements of QI monitoring, evaluation, and maintenance; and documentation and forms. (Appendixes contain 46 references; survey; definitions of identified instructional resources; participant comments; and the instructional resource outline.) (YLB)

ED 426 246 CE 077 918

Scales, Alice M.
Literacy in the Workplace: An Examination of Curricula and Programs.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Curriculum; *Education Work Relationship; Educational Practices; Educational Trends; Evaluation Criteria; *Literacy Education; Literature Reviews; Program Evaluation; *School Business Relationship; State of the Art Reviews; Trend Analysis; *Workplace Literacy

The curricula and methods used in workplace literacy programs were reviewed through a search of the ERIC database. The search was intended to identify the following: literacy skills recommended for teaching literacy through workplace curricula; skills that have been taught through workplace literacy programs; and criteria used to determine program effectiveness.

Basic Skills for 100% Customer Satisfaction at First Chicago Corporation. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 155p.; For the "Workplace Basic Skills Curriculum" report, see CE 077 924.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Banking; *Basic Skills; *Corporate Education; Curriculum Development; Delivery Systems; Demonstration Programs; Educational Needs; Educational Objectives; *Literacy Education; Needs Assessment; Partnerships in Education; Program Effectiveness; School Business Relationship; *Workplace Literacy
IDENTIFIERS- *Customer Satisfaction

This document is the final report of a demonstration project during which the corporation First Chicago/NBD and a local education agency developed and delivered basic skills training to the corporation's nonexempt work force. The report describes the following key project activities: basic skill needs analyses for various customer services performed by corporation's employees; development of customized curriculum for 15 courses in topics such as math and reading for new hires, problem solving and decision making, performance appraisal writing, business writing, reading charts and tables, and message taking; and delivery of 197 courses during which 1,699 participants spent a total of 17,174 working hours in training provided exclusively during work time. Appendixes constituting approximately 90% of the document contain the following: list of courses; course syllabi; and external evaluator's report, "A U.S. Department of Education National Workplace Literacy Demonstration Project by First Chicago/NBD Corporation and The CENTER" (Jorie W. Philippi), that focuses on the extent to which the project goals and philosophy were shared by key personnel and learners, resources available during the project's development and implementation; congruence of the project's observed instructional practices with project goals and research on instructional effectiveness, and indicators of the project's effectiveness. (MN)

ED 426 263 CE 077 947

BJC Health Systems. Improving Department Documentation. Better Documentation Writing.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; Business Correspondence; Check Lists; Demonstration Programs; *Documentation; *Health Personnel; *Literacy Education; Program Effectiveness; Records (Forms); Self Evaluation (Individuals); *Technical Writing; *Workplace Literacy

This document consists of two publications that were developed to help employees of a health system's department of food and nutrition improve their department's documentation. Included in the first publication, "Improving Department Documentation," are the following: a self-assessment designed to help employees

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; *Education Work Relationship; Federal Aid; Federal Legislation; *Financial Support; *Governance; Grants; National Programs; Partnerships in Education; Program Implementation; School Business Relationship; State Programs; Statewide Planning; Success; Technical Assistance
IDENTIFIERS- *School to Work Opportunities Act 1994

One-hour telephone discussions with state school-to-work (STW) directors provided information on STW state governance, partnership formation and funding, and implementation progress in 27 states. The most obvious difference in structures at the state level for implementing STW was whether STW responsibilities were assigned to a governing entity with a broader policy mandate or with a narrower function relating specifically to STW matters. States created a single-tier system of local STW partnerships or a two-tier system of regional and local partnerships. The primary purpose of regional bodies was to provide technical assistance to local partnerships. All 27 states received federal development and implementation grants. The most common uses of development grant funds were for forming substate partnerships, developing a state plan and preparing an application for an implementation grant, and developing strategies for improving public awareness of STW concepts. Conformity to federal legislative requirements and encouragement of local innovation appeared to be priorities in STW development, influencing the success of implementation. Successes in building state-level cooperation, promoting of STW concepts among key players, and creating materials were identified. Obstacles included the following: lack of understanding of what STW means among parent and students, school staff, and some state agency staff and issues limiting employer involvement (employer liability, child labor laws, and lack of financial incentives). (YLB)

ED 426 280 CE 077 982

Principles and Guidelines To Design and Implement a Workplace Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 135p.; In partnership with the Geriatric Authority of Holyoke and the United Food and Commercial Workers Union, Local 1459.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Curriculum Design; *Curriculum Development; Employer Employee Relationship; Goal Orientation; Inplant Programs; *Literacy Education; Marketing; *Needs Assessment; Program Development; *Program Evaluation; Program Implementation; Staff Development; Student Evaluation; *Workplace Literacy

This guidebook highlights important components involved in establishing and monitoring a successful workplace education program (WEP). Chapter 1, Workplace Education, addresses the changing educational workplace; recognizing need for workplace education; and a new educational model for workplace learning that focuses on integration of basic academic skills with technical skills used on the job. Chapter 2, The Partnership all meetings; high-level of personal satisfaction experienced by team members; use of effective partnership techniques (road maps, "I-time," go-arounds, brainstorming, flowcharting); and extensive use of technology to facilitate meetings of the entire team, subgroups of team members, and day-to-day contact. (MN)

ED 426 299 CE 078 059

Bitterman, Jeanne E.
Workshops in the Workplace: A Guidebook for Administrators and Instructors Providing Workplace Education to the Health and Manufacturing Industries.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 144p.; For other "Workshops in the Workplace" documents, see ED 360 570 and CE 077 865.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Adult Basic Education; Adult Learning; Community Colleges; Cooperative Planning; Curriculum Development; Educational Needs; Educational Principles; *Health Occupations; Instructional Materials; Learning Activities; *Literacy Education; *Manufacturing Industry; Needs Assessment; Partnerships in Education; Program Administration; Records (Forms); School Business Relationship; Staff Development; Student Evaluation; Teaching Guides; Two Year Colleges; *Workplace Literacy; *Workshops

This guidebook, which is intended for educational professionals who are seeking to establish liaisons with business partners and provide workplace education to the health and manufacturing industries, contains strategies and issues that workplace education program administrators and instructors should consider when designing and delivering onsite educational training. Developed on the basis of extensive literature and documentation reviews, interviews with key educational and industry personnel, and observations, the guide's seven chapters covers the following topics: Business and Professional Development Institute Project; starting a partnership; assessing need; principles of adult education applied to work force education; organizing instruction and customizing the curriculum; learner assessment and program evaluation; and strategies for providing support for workplace literacy. Twenty-five forms, graphics, and tables are included. The bibliography lists 27 references. Appendixes constituting approximately 60% of this document contain the following: sample survey reports; training outlines/schedules; workshop session outlines; instructional materials on decision making, brainstorming, memo writing, calculation; and reporting problems; assessment materials; and assessment and outcome forms. Also included is the text of a presentation, "Workshops in the Workplace" (Claude D. Grant, Natalie Hannon, Doris D. Dingle), that was made to a 1997 symposium on workplace education in the health care environment. (MN)

ED 426 300 CE 078 635

JobLink. Demonstrating New Systems and Training Modules for Effective Literacy Learning. Final Report and Evaluation.

IDENTIFIERS- *Web Sites

This catalogue from the UCLA Center for Mental Health in Schools provides Internet sites relevant to mental health in schools. The sites are divided into four sections. The first section, "General," contains links to the Center's Web site (http://www.lifesci.ucla.edu/psych/mh/): government (federal, state, local) sites; associations and organizations sites; educational (universities, colleges, school districts) sites; and mental health and policy resource sites. This section also contains Internet resources for guidance personnel (an ERIC Digest). The second section, "Systemic Concerns," provides sites related to financing school mental health services and screening and assessment for school-based collaborative teams and school-community-higher education connections. The third section, "Programs and Process Concerns," includes sites addressing violence prevention and safe schools, inclusion of students with special needs, parent involvement, confidentiality and informed consent, burnout, screening and assessment, cultural concerns, and juvenile justice. The fourth section, "Psychosocial Problems," lists sites addressing teen pregnancy, dropout prevention, learning problems and disabilities, psychotropic medication for children, and substance abuse. Although the lists are not exhaustive, the sites included represent a wide range of views. (EMK)

ED 426 319 CG 028 993

Kilgariff, Lisa; Solomon, Mindy; Zanotti, Mary; Chambliss, Catherine
High School Peer Helping: A Program Evaluation.
PUB DATE- 99
NOTE- 18p.; Light type throughout.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Friendship; *High School Students; High Schools; *Peer Counseling; Program Effectiveness; School Counseling; Student Development

Peer helpers can act as liaisons to high school guidance departments by identifying problems, making appropriate referrals, and encouraging others to obtain professional help if necessary. An active program can help ensure that in the future students are better prepared to handle conflicts that arise within marriage, career, and family. This study assesses the problems most troubling to adolescents today and the effectiveness of a peer helper training program. It was hypothesized that the major problems faced by students in the high school would fall into the broad categories of family, friends, and stress. It was also expected that the peer helpers would view their training as preparing them well to handle the problems presented by their classmates. A self-report questionnaire was designed to evaluate how frequently peer helpers were approached for help with various problems and the peer helpers' perceptions of the effectiveness of their training. Of all the presenting problems, discussion of friendships was found to be the most prevalent. The majority of academic problems brought to natural helpers dealt with grades and goals. The Training Satisfaction Scale scores indicated that helpers evaluated their preparation positively. Survey questions are appended. (Author/EMK)

ED 426 320 CG 028 994

IDENTIFIERS- Behavior Management

This paper suggests that helpers must often educate parents about the causes of stress and its effects on the parenting process. Parents with difficult children and adolescents often complain not only that their children misbehave or are unmotivated and depressed but that such behaviors create stress in the entire family. Many clinicians report that stress is both the by-product of dealing with difficult children and teenagers and the cause of problems in continuing to parent effectively. A cycle of arbitrary parenting and unacceptable responses gets set up. Highly motivated parents feel powerless and often angry, while many others simply give up. Major factors contributing to stress include child factors such as moodiness or emotional lability, delinquent or antisocial behavior, social isolation or withdrawal, failure to achieve or persevere; parent factors including life restrictions, social alienation, relationship issues with parenting partner, feelings of incompetence or guilt; interaction or relationship factors between parent and child; and life stress events. Interventions to reduce stress can be targeted to the location and type of stress involved. It is important to help parents understand that some of their experience is characteristic of normal families. (EMK)

ED 426 340 CG 029 036

Sampson, James P., Jr.
Using the Internet To Enhance Test Selection, Orientation, Administration, and Scoring.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Assessment in Counseling (Indianapolis, IN, March 30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Counselor Training; *Counselors; *Evaluation; Financial Support; *Internet; *Scores; Standards; Test Construction; Test Interpretation; *Test Selection; *Testing

This paper discusses the use of the Internet to enhance test selection, orientation, administration, and scoring. It begins with a review of potential Internet applications in these test areas. Also addressed are difficulties that may be encountered by counselors who use the Internet for testing and issues associated with using the Internet to deliver resources and services. The use of the Internet to deliver assessment resources and services may help or hinder the assessment process. Internet delivery of valid resources and effective services is dependent on careful research and development by assessment professionals. Practitioners need preservice and inservice training to maximize the potential problems. Professional associations need to keep pace with the evolution of the Internet in order to provide test developers and counselors with realistic standards to guide practice. Although assessment practice may be changing as a result of the Internet, existing principles of valid test development and practice can be used as a good starting point in shaping the application of this technology to assessment resources and services. (MKA)

ED 426 341 CG 029 038

and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in California on the NAEP reading scale was 203 compared to 216 nationwide. (SR)

ED 426 359 CS 013 368

NAEP 1992 Reading State Report for Connecticut. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Connecticut; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Connecticut, 2,514 students in 108 public schools were assessed. This report describes the reading proficiency of Connecticut fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-

see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Michigan; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Michigan, 2,446 students in 100 public schools were assessed. This report describes the reading proficiency of Michigan fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Michigan on the NAEP reading scale was 217 compared to 216 nationwide. (SR)

ED 426 374 CS 013 383

NAEP 1992 Reading State Report for Minnesota. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student

states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *South Carolina; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In South Carolina, 2,758 students in 110 public schools were assessed. This report describes the reading proficiency of South Carolina fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in South Carolina on the NAEP reading scale was 211 compared to 216 nationwide. (CR)

ED 426 389 CS 013 398

NAEP 1992 Reading State Report for Tennessee. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades;

gain new perspectives or reach new understanding of themselves or their world. This discovery often begins with dissonance. In the resolution of students' dissonance lies the opportunity for reflection and insight. Dissonance occurs with international students who, newly arrived in the United States, are asked in their composition classes to write a personal experience essay. Faced with the prospect of having to write a paper specifically designed for an "I" conscious culture, how does the student from a "we" conscious culture reconcile the gap? One way is to ignore the expressive constraint and write informatively from a collective standpoint. Another way is to circumvent the expressive constraint and write fiction. When international students face the dissonance, they find their own way around the boundaries; they do not need the instructors' help to cross them nor to resolve their dissonance. (Contains 17 references.) (CR)

ED 426 407 CS 216 563

Moutray, Carol L.
Do You Hear Me? The Voices of Preservice Teachers and Third Graders Developing through a Pen Pal Exchange.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Albuquerque, NM, March 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Cross Age Teaching; Grade 3; Higher Education; Interpersonal Relationship; *Letters (Correspondence); Methods Courses; Preservice Teacher Education; *Preservice Teachers; Primary Education; *Reading Attitudes; *Student Attitudes
IDENTIFIERS- *Pen Pals; *Voice (Rhetoric)

As college students in a literacy foundation course became pen pals with third graders, individual voices from each group were heard and, on both ends, it was a meaningful, authentic learning experience. The college students from a homogeneous environment were able to communicate with a diverse population of children. The children shared book interest with college students while engaging in authentic letter writing. Through a series of letters, voices surfaced and bonded pen pals. Contains a 7-item list of children's books cited. (Author/RS)

ED 426 408 CS 216 564

Moore, Juel Ann
Black English Speakers: An Examination of Language Registers of High and Low Achieving Black Elementary School Students.
PUB DATE- 98
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Dialects; *Black Students; Elementary Education; *Elementary School Students; *High Achievement; Language Arts; Language Research; Language Styles; *Low Achievement; *North American English; Social Dialects
IDENTIFIERS- Black Communication

A study examined the personal linguistic range of registers held by low socioeconomic black students to see if they differed

Workman, Thomas A.
The Construction of Collegiate Binge Drinking as a Social Problem in America.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *College Students; Discourse Analysis; *Drinking; Higher Education; Metaphors; *Public Health; Research Needs; *Social Problems
IDENTIFIERS- *Binge Drinking

The drinking behaviors of college students have gained national attention over the past several years. Deemed by public health researchers as "binge drinking," the issue has created a distinct set of texts under the "public health" frame of discourse that ultimately guides public policy. Using J.R. Gusfield's (1996) theory of the construction of "social problems," this paper explores the metaphors found in the discourse surrounding binge drinking on college campuses. The paper then discusses the implications of constructing the social problem of binge drinking under a pathological model. The competing constructions of alcohol consumption that inform public policy are compared with historical and current narratives. A critique of the discourse as representative of the public health movement's impact on culture, along with an agenda for continued cultural research, is provided. Contains 31 references. (Author/RS)

ED 426 428 CS 509 962

Peek, Jamitaline L.
Improving the Language Usage of a Teacher.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Grammar; Grammatical Acceptability; Instructional Leadership; *Language Usage; *Principals; Teacher Administrator Relationship; *Teacher Competencies; *Teacher Improvement

This paper outlines the suggested steps to improve the language usage of a teacher about whom a school principal has received complaints from parents concerning her poor grammar. It first suggests that the principal observe the teacher to verify the parents' concerns. The paper then lists 10 ideas for the principal to suggest to help the teacher improve her grammar. (Contains 6 references.) (CR)

ED 426 429 CS 509 964

Bedner, Nelle
Advancing Pedagogical Content Knowledge in Communication: A Critical Inquiry into the Ideology of Communication Theory Textbooks.
PUB DATE- 98

and suggests commonalities that underlie the surface appearance of change. The paper also describes the curriculum policies prior to the National Curriculum from the 1950s to the 1970s and how curriculum has been affected by change. Accounts by secondary school teachers reveal the extent of their autonomy within the classroom as presented in the Dearing Review of 1994. Teachers do generally find a degree of latitude that appears to reflect a note of optimism and self-reliance in spite of wider bureaucratic constraints. One view of the National Curriculum describes, in positive terms, the decrease in potential abuses in pre-National Curriculum years known as the "secret garden." The paper also mentions the changes in public support for teacher autonomy of curriculum in the classroom. (Contains 42 references.) (RIB)

ED 426 447 EA 029 264

Plecki, Margaret L.
School Finance in Washington State 1997-98: Emerging Equity Concerns.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Financial Policy; *Financial Support; Public Schools; *School District Spending; School District Wealth
IDENTIFIERS- *Washington

Forty-six percent of Washington's state operating budget is devoted to K-12 education. This paper provides an overview of key features of Washington's school finance system. It examines sources and levels of revenues and expenditures for K-12 public education and outlines major principles of Washington's revenue distribution system. An examination of interdistrict equity of state aid distribution during the period 1974-94 reveals three emerging equity issues: (1) increased dependence on local revenue sources; (2) unknown extent to which local revenues fund basic education services; and (3) the challenge of aligning the state's finance system with the provisions of the statewide education reform effort. Additional information regarding sources of revenue and distribution is current through 1999 projections. The paper examines general and categorical revenue generation for special-education programs, Learning Assistance Programs (LAP), Transitional Bilingual Education, and school construction. Revenue distribution is looked at with respect to guidelines for distribution to school districts, the Levy Lid Act, Levy equalization aid, and distribution of state equalization aid. Emerging equity issues and their relationship to property wealth, and local levy funding, are also examined. (RIB)

ED 426 448 EA 029 265

Simkins, Tim
Managerialism and Education: Interpreting the Evolving Process of Educational Reform in England and Wales.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17,

years, used an action-research inquiry to describe the salient features and influences of a formal professional development program designed to develop a community of teacher/learners across three school districts. The study utilized questionnaires and focus groups and included kindergarten through 12th-grade teachers, as well as school administrators. The results show that many teachers who participated in the U-LEARN program reported thinking in new ways about their actions as classroom teachers and their roles as professionals. Teachers noted that the action-research process gave them a structured format for analyzing their teaching practices. Teacher participation influenced teachers' sense of validation, empowerment, confidence, and the perceived value of communication and collaboration. The U-LEARN Focus Groups Questionnaire is appended. (Contains 24 references and 4 tables.) (RJM)

ED 426 466 EA 029 549

Eisner, Elliot W.
The Kind of Schools We Need: Personal Essays.
PUB DATE- 98
NOTE- 234p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Values; Art; *Cognitive processes; *Educational Assessment; Educational Research; Elementary Secondary Education; Evaluation; Humanities; Literacy

This book of essays sets forth Eisner's theories of aesthetic intelligence, or theories that rethink the connections among art, literacy, research, and evaluation. The book is divided into four sections of four essays each. The first section, "Cognition and Representation," explains how the process of education expands and deepens the kinds of meaning people have in their lives. Schools must, therefore, help children learn to encode and decode the many forms of meaning they encounter--visual, auditory, linguistic, kinesthetic, or mathematical. The essays included in this section are: "Rethinking Literacy," "The Celebration of Thinking," "Aesthetic Modes of Knowing," and "Cognition and Representation: A Way To Pursue the American Dream?" The second section, "The Arts and Their Role in Education," focuses on defending the arts in schools as activities that engage the mind and as activities that have a broader educational relevance than purely appealing to human feeling. The essays include: "What Arts Taught Me About Education," "The Education of Vision," "The Misunderstood Role of the Arts in Human Development," and "Does Experience in the Arts Boost Academic Achievement?" In the third section, "Rethinking Educational Research," explains the nature of knowledge and the arts and humanities as resources with which to think about and conduct educational research. The essays include: "The Meaning of Alternative Paradigms for Practice," "Forms of Understanding and the Future of Educational Research," "Reshaping Assessment in Education," and "What Artistically Crafted Research Can Help Us Understand About Schools." The final section, "The Practice and Reform of Schools," takes an organic or "ecological" approach to school reform. The essays include: "Educational Reform and the Ecology of Schools," "Standards for American Schools: Help or Hindrance?" "What a Professor Learned in the Third Grade," and "Preparing Teachers for the Twenty-First Century." (Contains 137 references.) (JMD)

PUB TYPE- Journal Articles (080)
DESCRIPTORS- Consortia; Cooperative Planning; Cooperative Programs; *Electricity; Elementary Secondary Education; Energy; *Shared Resources and Services; *Utilities
IDENTIFIERS- *Deregulation; Monopoly

The electric utility industry is the last bastion of regulated monopolies in the United States. An overview of recent competition in the electric-power industry at both the federal and state levels and how this may affect school districts is offered in this article. The text identifies and evaluates how school districts can obtain cheaper power contracts by taking advantage of competition in the electric industry. School districts in New York and California are already pooling together and positioning themselves to benefit from lower electric rates. Some of the concerns that school districts may have about competition, which differ from the needs of large industrial users of electricity, are examined. The progress of deregulation in the states, the likelihood of federal legislation requiring states to open their electric markets, what competition means for schools, and concerns when entering into a management agreement with a power marketer are all discussed. Updates on state electric deregulation legislation in California, New Hampshire, Rhode Island, Pennsylvania, Montana, Oklahoma, and Maine are presented. Within the next 5 to 7 years, customer choice should be available in almost every state. School districts will need to forge alliances with other districts, prepare RFPs, and look into making arrangements with power marketing companies. (RJM)

ED 426 485 EA 029 583

Gregory, Gwendolyn H.
Supreme Court in Review--1996-97.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Constitutional Law; *Court Litigation; Educational Legislation; Elementary Secondary Education; Higher Education; *School Law
IDENTIFIERS- *Supreme Court

In 1996 and 1997, the Supreme Court declared five acts of Congress to be unconstitutional. An overview of these decisions is offered in this article. It opens with a discussion of those acts that violated the First Amendment. These decisions dealt with the constitutionality of Arizona's "official English" statute; the Communications Decency Act, which criminalized the knowing transmission of obscene or indecent messages over the Internet to any recipient under 18; and a case involving the establishment of religion in the schools. Other cases involved Fourth Amendment rights, due process, and Congressional powers under Article 5 of the 14th Amendment, which relates to the Congressional Act that requires states and local jurisdictions to justify any restriction which "substantially burdens" the free exercise of religion by showing that the restriction furthers a compelling state interest and is the least restrictive means of furthering that interest. Cases that pertained to the 11th Amendment are also addressed: universities' immunity to a breach-of-contract action, municipal liability for single acts of employees, an appeal of interlocutory orders, and components of Title VII of the Civil Rights Act of 1964. Other acts affected by Court decisions and ability to solve larger problems. (RIB)

ED 426 504 EA 029 610

Peach, Larry; Reddick, Thomas L.
A Study Concerning Sexual Harassment among School Personnel.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Fall Educational Workshop at Tennessee Tech University (Cookeville, TN, November 5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Occupational Surveys; *Public School Teachers; *Sexual Harassment; Social Attitudes; *Teacher Behavior; *Work Attitudes; *Work Environment
IDENTIFIERS- *Tennessee

This paper describes a study conducted in 22 counties in Middle Tennessee to determine the extent to which teachers have experienced sexual harassment. Of the 318 teachers responding, 172 report having been subjected to unwanted harassment. Of those responding positively, 150 are female. The forms of harassment indicated were sexual remarks, unwanted touching; staring at body parts, and overt sexual demands. Only a small percentage actually reported the harassment, and four reasons were given for not reporting the incidents: belief that nothing would be done; embarrassment; fear of professional repercussions; and fear of ridicule by fellow teachers. The following guidelines that, they believe, may be helpful in deterring sexual harassment: (1) develop a written policy addressing sexual harassment; (2) communicate the policy to every employee; (3) conduct training and staff development for all employees; (4) report any inappropriate conduct to the proper authorities; (5) follow up on all complaints; and (6) do not tolerate sexual harassment. The paper also provides an overview of two recent Supreme Court rulings: "Burlington Industries v. Ellerth"; and "Faragher v. Boca Raton." Also mentioned are the inclusion of sexual harassment in Title VII of the Civil Rights Act and Title IX of the Education Amendments. (RIB)

ED 426 505 EA 029 611

Creech, Joseph D.
How Do SREB States Gauge Student Achievement?
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Comparative Analysis; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Student Development; Surveys
IDENTIFIERS- Southern Region Education Board; United States (South)

This report provides an analysis of academic achievement in Southern Regional Education Board (SREB) states. Findings show that more students in the South are taking more challenging courses to prepare for college and careers. The percentage of high school graduates completing 4 years of English and 3 years each of social studies, mathematics, and science grew from 13 percent in the mid-1980s to 57 percent in the mid-1990s, rising

Quinn, Mary Magee; Gable, Robert A.; Rutherford, Robert B., Jr.; Nelson, C. Michael; Howell, Kenneth W.
Addressing Student Problem Behavior: An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plans. Second Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 98
NOTE- 27p.; For the first edition, see ED 415 636.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Change; *Behavior Disorders; Behavior Problems; Behavioral Science Research; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; Interdisciplinary Approach; Intervention; Legal Responsibility; Program Development; *Student Evaluation; Student Rights
IDENTIFIERS- Amendments; Behavioral Assessment; *Functional Assessment; *Individuals with Disabilities Educ Act Amend 1997

This paper provides guidelines for conducting a functional behavioral assessment and developing positive behavior intervention plans with students who have behavior disorders or other disabilities in the context of requirements of the 1997 Amendments to the Individuals with Disabilities Education Act (IDEA). After an introduction, rights and requirements under IDEA are specified, as are the roles and responsibilities of the Individualized Education Program (IEP) team members. Next, the value of a functional assessment of behavior is presented, including examples to illustrate underlying causes for "acting out" behavior. Techniques for conducting the functional behavioral assessment are then presented and include direct assessment, indirect assessment using an informant, data analysis, and development of an hypothesis statement. The following section offers ideas for IEP teams to consider when developing behavior intervention plans. These include the formation of specific goals and objectives and specification of activities to accomplish the goals and objectives for addressing skill deficits, performance deficits, and both skill and performance deficits. The final two sections consider ways to modify the learning environment and to evaluate the behavior intervention plan. Attached are a list of organizational resources and sample forms for conducting and analyzing a behavioral assessment. (Contains 40 references.) (CR)

ED 426 524 EC 306 957

Wholey, Joseph S.; McLaughlin, John A.
Planning and Constructing Performance-based Evaluations. Transcript of an Evaluation Workshop. Project Directors' Annual Meeting (Washington, DC, June 10, 1998).
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Disabilities; Evaluation Methods;

Children with Special Health Care Needs and Their Families: Building on Cultural Strengths. CYDLINE Reviews.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Children; *Chronic Illness; Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Delivery Systems; Demography; *Disabilities; Elementary Secondary Education; Epidemiology; Family Programs; Family Relationship; *Health Services; Instructional Materials; Minority Group Children; *Multicultural Education; Public Policy

This annotated bibliography focuses on materials published after 1991 about cultural competence and children with special health care needs. It is divided into the following sections: (1) epidemiology and demographics (11 publications); (2) cultural competence (15 publications); (3) cultural competence and children and youth with disabilities (29 publications); (4) family systems (6 publications); (5) cultural competence and service delivery (12 publications); (6) cultural competence and health care policy (6 publications); and (7) educational materials (23 publications). The booklet closes with a list of three organizational resources on child health and cultural competence. (CR)

ED 426 544 EC 306 980

Americans with Disabilities Act: Accessibility Guidelines for Buildings and Facilities (ADAAG).
PUB DATE- 98
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accessibility (for Disabled); Building Conversion; *Building Design; Children; *Design Requirements; *Disabilities; *Facility Requirements; *Federal Regulation; Specifications; State Standards
IDENTIFIERS- *Americans with Disabilities Act 1990

This document contains amendments to the Americans with Disabilities Act Accessibility Guidelines (ADAAG) that establish guidelines for state and local government facilities and building elements designed for children's use. The amendments change several sections of ADAAG and add new sections that cover access to judicial, legislative, and regulatory facilities and to detention and correctional facilities, and provide alternate specifications based on children's dimensions for various building elements such as water closets and lavatories. The Department of Justice has not yet adopted these amendments as part of the enforceable standard under the Americans with Disabilities Act. This document incorporates these new amendments into the existing ADAAG. ADAAG provisions are shown on the left hand pages with the new amendments incorporated. The right hand pages how the new amendments change ADAAG and indicate what is enforceable by the Department of Justice. Material which had been added to ADAAG but has not yet been added to the enforceable standard by needed to serve those children. The projects are grouped by the competitions under which they were funded, and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index. (CR)

ED 426 563 EC 307 001

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1998: Technical Assistance, Dissemination, and Parent Training.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 150p.; For the 1997 report, see ED 417 558; for related volumes see EC 306 999 through EC 306 703.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Compliance (Legal); *Disabilities; Early Intervention; Education Work Relationship; Educational Innovation; Educational Legislation; Educational Practices; Elementary Secondary Education; Federal Legislation; Federal Programs; Grants; *Information Dissemination; Knowledge Base for Teaching; *Parent Education; Preschool Education; Professional Development; Program Descriptions; Research and Development; *Special Education; State Programs; *Technical Assistance; Theory Practice Relationship; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act; *Office of Special Education Programs

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized Individuals with Disabilities Education Act (IDEA), Part D. This volume, the third of the directory, describes projects concerning technical assistance and dissemination, and parent training and information. The Technical Assistance and Dissemination program provides assistance and information to improve early intervention, educational and transitional services, and addresses systemic-change. The Parent Training and Information program aims to support training and information centers in meeting the needs of parents of children with disabilities, particularly underserved parents and parents of children who may be inappropriately identified, and assisting parents to understand the availability of procedural safeguards under the IDEA. The projects are grouped by the competitions under which they were funded, and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index. (CR)

ED 426 564 EC 307 002

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special

the buildings can contribute to the learning process, based on the experiences of nearly 200 middle school administrators, teachers, students, and community members, by providing their insights, ideas, and concerns regarding the role of the school building in successfully reaching students. (GR)

ED 426 585   EF 005 186

Duke, Daniel L.; Griesdorn, Jacqueline; Gillespie, Monica; Tuttle, J.B.
Where Our Children Learn Matters: A Report on the Virginia School Facilities Impact Study.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; *Instructional Effectiveness; *School Effectiveness; *Student School Relationship
IDENTIFIERS- *Impact Evaluation; State Role; *Virginia

The state of Virginia, like the rest of the nation, has placed school construction near the top of the political agenda due to rapidly rising enrollments and population shifts. This report presents results from a survey designed to better understand the connection between facilities, learning, and teaching in Virginia. The survey questions reflect the following five areas of concern attributable to facility inadequacies: lost instructional time; reduced effectiveness in learning and teaching; diminished curricular options; school facilities and students with special needs; and student health and safety. Findings reveal that facility inadequacies, either through deterioration, obsolescence, or out-of-date state mandates exacerbated each area of concern. Recommendations are provided pointing to the need for greater state support. (GR)

ED 426 586   EF 005 191

Rowand, Cassandra
How Old Are America's Public Schools? Issue Brief.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Building Obsolescence; Comparative Analysis; *Educational Facilities Improvement; Elementary Secondary Education; *Public Schools; *School Construction

This brief suggests that the condition of the nation's schools continues to be a problem because they are becoming increasingly obsolete and contain environmental hazards. This report provides data on the increase in school construction between 1950 and 1969 (corresponding to the Baby Boom generation); the percent of schools in oldest, moderate, and newest condition; and the condition of the schools by school characteristics as of 1995. Findings show that the average public school building age is 42 years, almost half were built between 1950 and 1969; 73 percent have undergone at least one major renovation; and of the schools built in 1985 or later, 59 percent were connected to the Internet in 1995, whereas 42 percent of those schools built before 1969 and renovated berfore 1980 (or never renovated) were connected. (GR)

DESCRIPTORS- Classroom Techniques; College Instruction; Computer Networks; Curriculum Design; *Distance Education; *Educational Technology; Educational Trends; Higher Education; Instructional Design; *Media Selection; *Second Language Instruction; Second Language Learning; Secondary Education; Trend Analysis
IDENTIFIERS- *Wisconsin

A discussion of distance-delivered foreign language instruction in Wisconsin focuses on the selection of appropriate technology for instructional delivery and on the design of distance instruction. Issues relating to both secondary and postsecondary instruction are examined. The first section examines some of the considerations in selecting technology and instructional materials for language instruction, then outlines the various technologies used for distance learning. These include print, one-way audio, electronic writing, audio-conferencing, and video-audio conferencing. The second section looks at aspects of course design, including needs assessment and task/content analysis, the design and development process, and concerns in implementation (logistics, learner support, evaluation). Appended materials include a list of Higher Education Act Title VI language/area centers in Wisconsin, related professional papers and presentations, members of the American Council on the Teaching of Foreign Languages distance learning special interest group, statewide membership of the cooperative language program, professional language organizations and language programs, a distance education survey form, site coordination checklist, and an instructional design timetable. (Contains 30 references.) (MSE)

ED 426 610 FL 025 655

Brickman, Bette; Nuzzo, Richard
International versus Immigrant ESL Students: Designing Curriculum and Programs To Meet the Needs of Both.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Curriculum; Community Colleges; Curriculum Design; *English (Second Language); *Foreign Students; Higher Education; *Immigrants; Instructional Design; Language Role; Language Skills; Second Language Instruction; Student Attitudes; *Student Characteristics; Student Motivation; *Student Needs; Study Skills

A discussion of English-as-a-Second-Language (ESL) instruction for non-native speakers in higher education distinguishes the needs of immigrants who are residents from those of foreign students with temporary student visas, and looks at how those needs affect the design of classes and programs to serve them. Data are drawn from experience with one community college ESL program and from the literature. Several categories of characteristics of the two groups are examined: attitude and motivation (attitudes about leaving the homeland, nature of motivation (attitudes about leaving the homeland, nature of language needs, degree of acculturation or integration); educational traditions and learning styles (learning environments, level of conversational skills, level of community involvement, students' learning styles); and additional considerations emerging in the literature (degree of individual student participation in class activities, nature of English spoken on arrival, comprehension and academic skills, nature and amount of background knowledge brought to the classroom). Changes made in one community college program, of Notre Dame Australia courses, and orientation workshops for new teachers. (MSE)

ED 426 630 FL 025 701

Cenoz, Jasone
Pauses and Communication Strategies in Second Language Speech.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Communication Skills; *English (Second Language); Higher Education; *Language Patterns; Language Research; *Linguistic Theory; *Oral Language; Spanish Speaking; Speech Skills
IDENTIFIERS- *Hesitation (Speech); *Pausing (Speech)

A study of silent and filled pauses in second language speech analyzes (1) which types of pause are produced, (2) which are the functions of non-juncture pauses, (3) whether pauses co-occur with other hesitation phenomena, and (4) whether the occurrence of pauses is associated with second language proficiency. Subjects were 15 intermediate and advanced learners of English as a second language, all native Spanish-speaking university students. Each completed a background questionnaire and told a single story in English, which was recorded and transcribed for analysis. Silent and filled pauses that were determined to be hesitation pauses, and not occurring at grammatical junctures, were identified. About two-thirds of those pauses were silent; the remainder were filled. Wide variation was found in the individuals' use of filled pauses, and less in the use of silent pauses. Lexical, morphological, and planning pauses were found, with each distributed very differently between silent and filled pauses. The most common hesitation phenomena were repetition, self-correction, and reformulation, and more of these strategies were used with silent pauses than with filled pauses. More pauses and more filled pauses were used by more advanced learners. Implications for second language learning and teaching are discussed briefly. (Contains 13 references.) (MSE)

ED 426 631 FL 025 702

Saunders, William M.; Goldenberg, Claude; Rennie, Jeanne, Ed.
The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students. Research Report No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; *Discussion (Teaching Technique); *English (Second Language); Grade 4; Grade 5; Intermediate Grades; Journal Writing; *Language Proficiency; *Limited English Speaking; Literature Appreciation; *Reading Comprehension; Second Language Instruction; *Student Journals

This study investigated the effects of two instructional components, literature logs and instructional conversations, on the story comprehension and thematic understanding of English-as-a-Second-Language (ESL) learners. Subjects were 5 teachers

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Attitude Change; Blacks; Cultural Pluralism; *Diversity (Institutional); *Diversity (Student); Educational Discrimination; Equal Education; Higher Education; *Minority Groups; Racial Discrimination; Secondary Education; *Technology Education; Vocational Education Teachers; *Women Faculty; *Womens Education
IDENTIFIERS- African Americans

This yearbook explores the issues of representation, inclusion, access, and equity in technology education. Contents include an introductory chapter; nine chapters in three sections; and a summary chapter. Chapter 1, "Society, Diversity, and Technology Education" (Donna K. Trautman) examines important demographics of our global society, the effects diversity will have on the social and economic support systems, and the status of technology education in comparison to society and diversity. Section I, "Historical Influences of Underrepresented Groups in Technology Education, includes chapters 2 and 3: "A Historical View of Women's Roles in Technology Education" (Karen F. Zuga); and "Contributions of African-Americans to Technology Education" (Michael L. Scott, Keith V. Johnson). Section II, "Underrepresented Groups as Technology Students and Educators," includes chapters 4 and 5: "Women as Technology Educators" (Colleen E. Hill); and "Minority Students" (Elazer J. Barnette). Section III, "Increasing and Supporting Diversity," includes chapters 6-9: "Reading, Writing, and Technology" (Karen Coale Tracey); "Mentors for Women in Technology" (Daniel L. Householder); "Effective Leadership for All" (Elizabeth Smith); and "Environmental and Climate Challenges in Technology Education" (Jane A. Liedtke). Chapter 10, "Diversity in Technology Education" (Janet L. Robb) outlines four positive steps that need to be taken and three dangers to be avoided to accept and encourage a heterogeneous population in technology education. (YLB)

ED 426 190 CE 077 581

Darkenwald, Gordon; Kim, Kwang; Stowe, Peter
Adults' Participation in Work-Related Courses: 1994-95. Statistics in Brief.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Education; *Adults; College Graduates; Corporate Education; *Education Work Relationship; Educational Research; High School Graduates; Inplant Programs; Labor Force Development; Lifelong Learning; Participant Characteristics; Professional Continuing Education; Statistical Data

In the 1995 National Household Education Survey, adults were asked about six types of adult education activities: English as a second language, basic skills education, postsecondary credential programs, apprenticeships, work-related courses, and personal development courses. About 22 percent of adults reported participating in work-related courses. Among the key findings concerning participation in work-related courses were the following: college graduates (39 percent) were more than twice as likely as persons who completed only high school (18 percent) to participate in work-related courses; the youngest and oldest adults (those under 25 and over 56 years old) were less likely to participate in work-related courses (16 percent appropriate dress. In general, educators seemed more interested in job applicants' education than in their vocational training, since training can be acquired in a short-term course. Results suggest that students will not value academic achievement if it is not valued in the work world; some changes in policy and employer attitudes may be useful to students. The findings suggest that educators should think of education as preparation for the whole life of individuals, so that students not only graduate but are also able to apply what they learn in the workplace. (Contains 20 references.) (KC)

ED 426 208 CE 077 776

Loveland, Barbara J.
The Feasibility of a Design Management Graduate Program at Ferris State University.
PUB DATE- 98
NOTE- 110p.; Master of Science field study, Ferris State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Administrator Education; Administrator Qualifications; *Curriculum Design; *Design; Feasibility Studies; *Graduate Study; Graphic Arts; Higher Education; Marketing; Needs Assessment; Program Design
IDENTIFIERS- *Design Management

A study explored what the nature of the curriculum and program design for a graduate program in design management should be and whether a demand for such a program exists in West Michigan. Four groups of individuals related to design management as a profession were surveyed: alumni, practicing professionals, employers, and current senior-level visual communication students (approximately 212 total). The first three groups were surveyed by mail; students received questionnaires at the end of a class session. Findings indicated the following: more than 50 percent of students, alumni, and practicing professionals would possibly be interested in a design management graduate program at Ferris State University; current students had a definite interest in the program; courses believed most important to the curriculum were communications, design, Macintosh computer, and management; very important courses were marketing, public relations, and writing; the preferred delivery methods for the course work were evening courses throughout the year, and weekends were also rated highly; current students preferred online delivery of course content; and about half of alumni and a third of practicing professionals were interested in studying through the internet. A majority of employers indicated they would hire a graduate of a design management program; 50 percent would pay between $30,000 and $45,000 for a design manager. Appendixes include curricula from other institutions and survey instruments. (Contains 26 references.) (YLB)

ED 426 209 CE 077 782

Tse, Ivy Au
National Workplace Literacy Program (NWLP) at Chinatown Manpower Project, Inc. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 74p.; For the "Garment-Related Bilingual T.V. Broadcast Lessons", see CE 077 693-694. For the final evaluation report,

Writing Our Stories: Celebrating Authorship with Writers-at-Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 53p.; Product of the Casco Bay Partnership for Workplace Education. For "Casco Bay Partnership for Workplace Education" documents, see CE 077 843-844, CE 077 846, and CE 077 927.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Creative Writing; Curriculum Guides; Descriptive Writing; Literacy Education; Self Evaluation (Individuals); *Student Writing Models; *Workplace Literacy; Writing (Composition); *Writing Instruction; Writing Skills

This curriculum guide is the result of stories that students in workplace education classes have created in class and chosen to publish. The learners for whom this curriculum is designed are adult students voluntarily enrolled in a workplace education class in which the focus is literacy or basic skills training. Contents include the following: syllabus; philosophy; forms to design a profile of oneself as a writer and a writing self-assessment; possible interview questions for the teacher; guidelines to enable teachers to support, nurture, and value students' own voices by creating an environment where they can be heard; information on published materials that are nontraditional for classroom use; revision and a checklist for revision; types of writing such as free writing, autobiography, and interview; motivation for writing; techniques for title writing; assessment of one's own writing; use of portfolios; teacher form for evaluating student writing; form for a student's self reflection; holistic scoring guide; a chart on using literacy to make change; progress checklist; and student evaluation of course. The stories of students published in Writers at Work are used throughout the guide to illustrate concepts. (YLB)

ED 426 229 CE 077 862

van den Tillaart, Harry; van den Berg, Sjaak; Warmerdam, John
Work and Learning in Micro Car-Repair Enterprises. A Comparative Study on the Relationship between Technological and Organisational Developments and Training Activities in Micro Car-Repair Enterprises in Four European Countries. Synthesis Report. CEDEFOP Panorama.
PUB DATE- 98
NOTE- 122p.; For a related document, see CE 077 863.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Auto Mechanics; Case Studies; Comparative Analysis; Continuing Education; Economic Development; *Education Work Relationship; Educational Attainment; Educational Trends; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Entrepreneurship; *Foreign Countries; Informal Education; Job Training; Labor Market; Needs Assessment; Networks; Nonformal Education; Skill Development; *Small Businesses; Synthesis; Technological Advancement; Trade and Industrial Education; *Training Methods; Trend Analysis; Work Environment
IDENTIFIERS- *European Community; Greece; Ireland; *Microenterprises; Netherlands; Spain

Work and learning in microenterprises in the car repair

Of the 328 abstracts located through the search, 92 were selected for analysis. As a result of the analysis, the following 15 skills were identified as being taught in at least some workplace literacy programs: reading, writing, vocabulary, grammar, mathematics, speaking, listening, problem solving, computer-related English as a second language, self-esteem, leadership, teamwork, self-confidence, and learning to learn. The first 10 skills were categorized as basic literacy skills, the next 4 as personal skills, and the final skills as an advancement skill. Skills in the basic literacy category were more likely to be recommended and taught that were skills in the personal and advancement categories. All the curricula and literacy programs reviewed described teaching and writing, whereas fewer than 25% taught teamwork and leadership. Most workplace literacy programs were designed to enable employees to perform specific job tasks. (Contains 119 references and 3 tables.) (MN)

ED 426 247 CE 077 919

Kimmel, Jessica C., Comp.
Annual Adult Education Research Conference Proceedings (39th, San Antonio, Texas, May 15-16, 1998).
PUB DATE- 98
NOTE- 335p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; *Adult Learning; Blacks; Career Choice; Cognitive Processes; Correctional Education; Cultural Differences; Disabilities; Education Work Relationship; Educational Practices; Educational Research; Ethics; Ethnography; Feminism; Foreign Countries; Global Approach; Higher Education; Holistic Approach; Lifelong Learning; *Literacy Education; Mathematics Instruction; Mentors; Mexican Americans; Models; Mothers; Outcomes of Education; Professional Development; Rural Education; Schools of Education; Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; Theory Practice Relationship; Welfare Recipients; Womens Education; Workplace Literacy
IDENTIFIERS- iteracy

Among 51 papers and 3 symposia are the following: "Learning What?" (Andruske); "Stories Adult Learners Tell" (Armstrong); "Towards a Pedagogy for Disempowering Our Enemies" (Baptiste); "Teaching Scholarly Writing to Doctoral Students" (Barnett et al.); "The Outcomes and Impact of Adult Literacy Education" (Beder); "A Feminist Critique of Human Resource Development Research" (Bierema); "Human Capital versus Market Signaling Theory" (Blunt); "Panoptic Variations" (Boshrer et al.); "Animating Learning" (Boud, Miller); "Mentoring Revisited" (Bova); "Qualitatively Different Conceptions of Research" (Brew); "Cohort Communities in Higher Education" (Brooks); "Challenging the Myth of the Universal Teacher" (Brown); "A Critical Ethnography of Adult Learning in the Context of a Social Movement Group" (Cain); "Circuit of Culture" (Carter, Howell); "Role Conflict, Role Ambiguity and Job Satisfaction of County Extension Agents in the Georgia Cooperative Extension Service" (Chambug et al.); "Adult Education and the Body" (Chapman); "Changing Relations" (Chapman, Sork); "Incarcerated Women's Identity Development" (Clark et al.); "Development of an Instrument for Identifying Groups of Learners" (Conti, Kolody); "Novice to Expert" (Daley); "The Relationship of Adult rate their skills in completing department documentation and training employees, a handout explaining three learning strategies (organizing, skimming, note taking), and the following sample forms used at the health center: record of corrective action; performance appraisal; employer report of a work-related injury, illness, or exposure and accompanying supervisor's accident investigation form; and monthly quality improvement report. The second publication, "Better Documentation Writing," contains the following: brief self-assessment designed to help employees rate their skills in completing the health system's substandard performance and performance appraisal forms; copies of the substandard performance and performance appraisal forms; checklist for evaluating writing; and guidelines for business writing. (MN)

ED 426 264 CE 077 948

Jurmo, Paul
Evaluation of Western Suffolk BOCES Workplace Education Program. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Curriculum Development; Demonstration Programs; *Education Work Relationship; English (Second Language); Formative Evaluation; Industrial Training; Limited English Speaking; *Literacy Education; Needs Assessment; Partnerships in Education; Performance Based Assessment; Program Effectiveness; Recruitment; School Business Relationship; School Holding Power; Skill Development; Staff Development; Student Centered Curriculum; Summative Evaluation; *Workplace Literacy
IDENTIFIERS- New York (Long Island); Secretarys Comm on Achieving Necessary Skills

The Western Suffolk (New York) Board of Cooperative Educational Services undertook a 3-year workplace basic education project that was designed to help workers develop four types of skills: traditional basic skills; other Secretary's Commission on Achieving Necessary Skills (SCANS)-type competencies such as problem solving, team work, and computer literacy; self-confidence; and job-specific technical skills. The program's approach was based on the following strategies: partnerships with local employers; initial and ongoing staff development; ongoing assessment of learners' needs and progress through a variety of assessment methods; customized instruction featuring authentic materials and examples from learners' day-to-day lives; and recruitment and retention activities. The project far exceeded its stated goals. More than 1,300 learners at 28 companies received instruction in English for speakers of other languages and SCANS-type basic skills. In addition to gaining specific basic and technical skills, many learners reported new interest in participating in training and educational opportunities inside and outside their workplaces. The education provider developed stronger links with employers and workers and gained new expertise in workplace education. (Appendixes constituting 50% of this document contain the following: summary of sites participating; schedule of 1997 information-gathering activities; and 12 site profiles.) (MN)

Team, outlines and describes roles and benefits of key partners and forming the team. Chapter 3, The Needs Assessment Process, discusses types, management and worker perspectives, data gathering, tools, conducting the needs assessment, and data analysis. Chapter 4, Goals and Strategies, considers setting workplace goals and strategies and creating a positive learning environment. Chapter 5, Curriculum Design, outlines basic principles and concepts important in designing a workplace education curriculum. Chapter 6, Marketing the Program, lists ways to advertise the program, incentives for worker participation, and awards. Chapter 7, The Evaluation Process, looks at two types of evaluation data, people responsible for the evaluation, issues to evaluate, evaluation instruments, analyzing and interpreting collected data, and reporting results. Chapter 8, Staff Development, offers suggestions for topics and procedures. An addendum, amounting to over one-half of the guide, contains sample forms and examples corresponding to each chapter/topic. (YLB)

ED 426 281 CE 077 984

Scholl, Jan, Comp.
Youth Related Family and Consumer Science References for Consumer and Family Living Agents and Teachers, 1998.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Camping; Child Development; *Clothing Instruction; Consumer Science; Design Crafts; Elementary Secondary Education; *Foods Instruction; *Handicrafts; Home Economics; *Home Economics Skills; Home Management; Learning Activities; Nutrition Instruction; Sewing Instruction; *Textiles Instruction
IDENTIFIERS- *Family and Consumer Sciences

This bibliography contains 307 references to magazine articles that relate to the subject areas covered by family and consumer sciences courses. The references are grouped into five categories: (1) clothing and textiles; (2) foods and nutrition; (3) home improvement; (4) child development and fun things to do with children; and (5) camp crafts. (KC)

ED 426 282 CE 077 986

Bolitho, Annie; Hutchinson, Mary
Out of the Ordinary. Inventive Ways of Bringing Communities, Their Stories and Audiences to Light.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; *Community Characteristics; *Community Involvement; Community Programs; Community Study; Cultural Background; Cultural Maintenance; Developed Nations; Foreign Countries; *Local History; *Oral History; *Writing for Publication
IDENTIFIERS- Australia

This writing resource book offers ideas for sharing stories, turning them into text, and reaching a wider audience through simple publishing processes in community settings and through

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 464p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Computer Assisted Instruction; *Distance Education; Educational Needs; Internet; *Job Skills; Laboratories; Literacy Education; *Multimedia Instruction; *On the Job Training; Supervisors; *Workplace Literacy

This report describes the JobLink workplace literacy program conducted for employees of nine companies in Costa Mesa, California. The introduction provides background and describes the problem: one-third of the 2,870 workers had inadequate language and literacy skills. The next six chapters describe the problem, solutions, tasks, challenges, and discoveries related to these topics: (1) developing and delivering multimedia and Internet-based literacy instruction to working adults; (2) supporting companies' changes and improvements through worksite training; (3) involving supervisors in training programs; (4) measuring return on investment; (5) disseminating project results; and (6) continuing training after the project ends. The last chapter evaluates project results, reporting the following: 881 employees from the original nine plus an additional company were trained; students working in the multimodal lab showed more reading comprehension improvement than worksite students; lab, worksite, and distance education students showed significant differences in self-improvement; those who persisted (more than 100 study hours) showed the greatest improvements. The following conclusions are reported: multimedia materials provide literacy students an enhanced, self-paced environment; supervisor knowledge and support of training increases employee persistence and retention; and companies that established computerized learning centers on site have built an infrastructure for continued learning. Appendices contain the following: results of job analysis interviews; additional job analysis; distance learning pilot project; distance learning orientation module; worksite module sample activities; learner enrollment and assessment forms; student newsletters; newsletter for managers; and worksite module program brochures. (SK)

ED 426 301 CE 078 636

Successful Learning Strategies: Gearing Up for Training. JobLink Winning at Work Instructor's Manual, Module 1.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 331p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Cognitive Style; Information Sources; Information Utilization; Journal Writing; Learning Activities; Learning Modules; Learning Strategies; Lesson Plans; *Literacy Education; Pretests Posttests; Reading Skills; Skill

Christman-Dunn, Rochelle
The Necessity of Providing Clinical Supervision for School Counselors.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counselor Role; Elementary Secondary Education; Guidance; *School Counselors; *Supervision

This literature review begins with a look at the societal changes that have caused the widening of the definition of the school counselor's job. The need for supervision and viable options for supervision are discussed. The functions of the school counselor have broadened greatly to include clinical mental health counseling services to students as well as guidance, curriculum development, and administrative duties. Structural changes are required for the school counselor to function ethically and efficiently in the mental health arena. A system must be developed whereby a counselor is able to develop professionally. Supervision is an essential part of developing into an effective mental health counselor; however, the role of supervision in the development of school counselors has been lacking. This paper examines the switch in the school counselor role from a guidance counselor to that of a mental health counselor. A review of the literature demonstrates that clinical supervision is desired and is needed for the development of efficient school counselors. In addition, different options for providing supervision to school counselors are offered. (EMK)

ED 426 321 CG 028 996

Efird, Barbara; Sherrick, Barbara
Career Development Resource Guide and User's Guide for "Career Choices in North Carolina," 1998-1999.
PUB DATE- 98
NOTE- 157p.; Published annually. For 1997 edition, see ED 415 463. For "Agency Version" (intended for adults) of this edition, see CG 028 997.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Career Awareness; *Career Choice; Career Counseling; Career Exploration; Career Guidance; *Career Information Systems; Elementary Secondary Education; Job Search Methods; Lesson Plans; Occupations
IDENTIFIERS- *North Carolina

Information, plans, and activities are provided for educators' use in helping students develop the skills and strategies needed to prepare for careers. Suggestions are offered at levels for elementary through secondary school covering topics from career awareness and exploration through job skills and job search strategies. Fourteen new lesson plans, added since the previous edition, cover subjects in areas of career planning, decision making, job-seeking skills, work values, cost of working, career days, and networking. Several new activities are provided for self-assessment, career exploration, education and training, and job search sections. Additional resources added include "Parents are Partners," publications, publishers, and resources on the Internet. The "National Career Development Guidelines" and information concerning workshops for school personnel to support school and

Teen Pregnancy. State and Federal Efforts To Implement Prevention Programs and Measure Their Effectiveness. Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; *Early Parenthood; *Pregnancy; Pregnant Students; *Prevention; Unwed Mothers; Welfare Services
IDENTIFIERS- Parenthood; Welfare Reform

Teenage pregnancy and parenthood have unfortunate consequences for society, teenage mothers, and the children born to them. This report to the Senate is intended to provide information on (1) state strategies to reduce teen pregnancy and how states fund these efforts; (2) how welfare reform affected states' strategies; (3) the extent to which programs are evaluated; and (4) what teen pregnancy prevention (TPP) activities the federal government supports. The programs of eight states with longstanding TPP strategies are reviewed but not evaluated. These states have developed strategies involving numerous programs that fall into six areas: (1) sex education; (2) family planning services; (3) teen subsequent pregnancy prevention; (4) male involvement; (5) youth development; and (6) public awareness. States' strategies target a variety of groups and are implemented at the local level. Although most states report that federal funding is a major source of support, federal welfare reform has had limited effect on strategies. Few state assessments of programs adequately measure their effect on teen pregnancy, and too few programs are systematically evaluated. Appendixes are: (1) "Objectives, Scope, and Methodology"; and (2) "Selected Federal Agencies with Programs That May Impact Teen Pregnancy Prevention." (Contains 10 tables.) (EMK)

ED 426 342 CG 029 039

Planning for Life: A Compendium of 1998 Nationally Recognized Career Planning Programs. Fifth Edition.
SPONS. AGENCY- Army Recruiting Command, Fort Knox, KY.
PUB DATE- 98
NOTE- 46p.; For earlier editions, see ED 378 386, ED 389 891, and ED 416 371.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Career Awareness; *Career Guidance; *Career Planning; Children; Elementary Secondary Education; *School Guidance

The "Planning for Life Recognition Program" is dedicated to providing career guidance practitioners with tangible examples of effective career planning tools and methods to improve and expand their programs. A variety of career planning program ideas are presented in this compendium. Information from 12 applications chosen by the 1998 review team are abstracted and presented in an easy-to-use format. Because "Planning for Life" is designed to encourage collaborative career planning processes that help youth and adults become active participants in planning their futures, there is special focus on community collaboration. Procedures, program characteristics, and the "Seven Cs of Career Planning" are presented. National honorees include programs for pre-kindergarten through grade 12 and grade public school students in Connecticut on the NAEP reading scale was 223 compared to 216 nationwide. (SR)

ED 426 360 CS 013 369

NAEP 1992 Reading State Report for Delaware. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Delaware; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Delaware, 2,048 students in 44 public schools were assessed. This report describes the reading proficiency of Delaware fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Delaware on the NAEP reading scale was 214 compared to 216 nationwide. (SR)

ED 426 361 CS 013 370

NAEP 1992 Reading State Report for the District of Columbia. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Minnesota; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Minnesota, 2,620 students in 104 public schools were assessed. This report describes the reading proficiency of Minnesota fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Minnesota on the NAEP reading scale was 222 compared to 216 nationwide. (SR)

ED 426 375 CS 013 384

NAEP 1992 Reading State Report for Mississippi. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Mississippi; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students'

*National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Tennessee; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Tennessee, 2,734 students in 111 public schools were assessed. This report describes the reading proficiency of Tennessee fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Tennessee on the NAEP reading scale was 213 compared to 216 nationwide. (CR)

ED 426 390 CS 013 399

NAEP 1992 Reading State Report for Texas. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; *Texas; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' from those of middle income children and to what degree this correlated to school achievement. The study used a modified version of both analytic induction and constant comparison. Subjects attended a Title 1 magnet school in a school district in the southwestern part of the United States located on the periphery of an inner city community. Participants were 8 fifth grade black students (4 boys and 4 girls) from 3 different classrooms in the school; 4 of the 8 were high achievers and 4 were low academic achievers; 4 were from lower income families and 4 were from middle income families. Results indicated that, on average, the 4 high achieving black students tended to use a language register that resembled mainstream English. Findings suggest that exposure to language influences the range of a student's register and that success in school may be related to the close approximation of the student's language to the language of the classroom and textbooks used. (Contains 150 references and 2 tables of data.) (CR)

ED 426 409 CS 216 565

Singh, Manjari
Gender Issues in the Language Arts Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Language Arts; Sex Bias; *Sex Fairness; *Sex Role; *Sex Stereotypes; *Teacher Attitudes; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- ERIC Digests; *Gender Issues

Gender issues underlie numerous classroom activities, and unstructured language-learning activities may actually encourage children to reproduce gender stereotypes--yet teachers have differing views of the position they should take in this matter. This Digest presents an overview of various perspectives on the teacher's role in addressing gender-related issues in the classroom. The Digest first outlines and discusses four differing positions among educators about the role they should play in the development of their students' gender roles. Next, it outlines the debate regarding gender equity versus gender equality. Finally, the Digest reports on research showing that teachers agree in general on the need for implementing gender-fair strategies, yet feel uncomfortable actively addressing gender issues in their classrooms. Contains 10 references. (SR)

ED 426 410 CS 216 566

Accetta, Randy
TV Teachers and Regurgitation: The Implications of Using Telecourses to Teach English Studies.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

NOTE- 38p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Communication (Thought Transfer); Content Analysis; Higher Education; *Ideology; *Intellectual Disciplines; *Pedagogical Content Knowledge; *Textbook Content; Textbook Research

A study sought to reveal the ideological structure shaping representations of communication theory in contemporary communication theory textbooks. The characteristics of five communication theory textbooks, including such areas as theory inclusion, theory constitution, and theory presentation, as well as disciplinary issues, the concept of theory building, and the role of theory in education, informed an existing ideology. The conclusions found that communication theory textbook authors share an ideological commitment to: (1) diversity, (2) pluralism, (3) construction, and (4) cultivation. Contains 3 notes, 33 references, and 6 figures of data. (Author/RS)

ED 426 430 CS 509 965

Zeidler, Tom; Kirch, Michael W.
Breaking into the World of Coaching: The Graduate Student Coach.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caste; *Debate; *Graduate Students; Higher Education; *Mentors; Peer Relationship; Persuasive Discourse; Pilot Projects; Public Speaking; Social Stratification; Speech Instruction; Student Attitudes; Student Development; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Debate Coaches

A pilot study examined whether there is a "caste system" within the forensics community; what graduate students, faculty coaches, and tournament administrators can do to foster a sense of community and break down the caste system; and the role that formal and informal mentoring can play in this process. A survey was completed by 17 graduate students. Results indicated that a caste system does indeed exist in the coaching community. Findings suggest that students revealed several factors they believe to designate rank among coaches. These factors are team success, personal experience, friendliness, networking, and ethics. Students' suggestions for coaches included increasing social behavior, including graduate students in administrative activities and decisions, and promoting district relationships. Mentoring can include not only a close dyadic relationship between an older teacher and a younger student, but also peer mentoring. (Contains 11 references and a table consisting of the survey instrument and data.) (CR)

ED 426 431 CS 509 966

Kirch, Michael W.; Zeidler, Tom

1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Management Systems; *Public Education; *School District Autonomy
IDENTIFIERS- England; *Managerialism; Wales

Since the late 1980's the British educational system has experienced a roller-coaster of policy changes. The focus and content of these changes have varied over time and among different parts of the educational system. The repositioning of organizations within public education is examined in this paper. It outlines the similarities and differences between the policy contexts facing schools and colleges in terms of Clarke and Newman's new field of forces. These changes are then related to the concept of managerialism, which is becoming an increasingly important part of the discourse about public-sector reforms in the United Kingdom. Some of the changes taking place in the management of schools and colleges as a result of reforms are outlined, followed by some general conclusions regarding factors that may have affected the different experiences of institutions as they have attempted to respond to new pressures. The text shows how policy developments in the schools and in higher education have shown important similarities, and it charts the rise of managerialism and its commitment to a series of cross-cutting attachments and to client-centered, professional and public-service values. Some of the changes in managerial practice, such as cultural distance, middle-management roles and structures, and managing staff, are analyzed. (Contains 44 references.) (RJM)

ED 426 449 EA 029 268

Charter Schools: Federal Funding Available but Barriers Exist. Report to Congressional Requesters.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; *Educational Finance; Elementary Secondary Education; *Eligibility; *Federal Programs; Program Implementation; Tables (Data)
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Individuals with Disabilities Education Act

Although the Elementary and Secondary Education Act Title I and Individuals with Disabilities Education Act are designed to help public schools, concerns were raised during 1997 congressional hearings about whether public charter schools receive their proper share of these funds. This report examines how selected states allocate Title I and IDEA funds to charter and other public schools and identifies factors helping and hindering charter schools' access to funds in various states. Researchers conducted case studies in 7 states that collectively included 91 percent of the 480 charter schools reportedly operating during 1996-97. The final sample had 41 schools. Generally, states allocate funds for charter schools either directly or indirectly via a parent school district. About two-fifths of the charter schools surveyed received Title I funds; slightly over half received IDEA funds or IDEA-funded

ED 426 467 EA 029 551

Harvey, Nancy M.

Development, Implementation, and Evaluation of a Resource Directory To Enhance Consistency in Risk Assessment Supervision Recommendations.

PUB DATE- 98

NOTE- 68p.; Practicum report, Nova Southern University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Directories; Reliability; *Resource Materials; *Risk Management; Social Work; Supervision

This practicum report was designed to enhance supervision of social work through the development and utilization of a resource directory. A pilot agency, located in an ethnically diverse, metropolitan community, was provided the directory in an attempt to positively influence the implementation of the supervision recommendations. The agency then evaluated, by survey, the directory's usefulness and monitored changes in practice that occurred as a result of the directory. These surveys suggested that the agency staff found supervision recommendations to be useful, but they struggled with implementing the recommendations into individual cases and the overall practice of the agency. The report is divided into five chapters. Chapter 1 serves as an introduction, describing the community in which the pilot agency was located, the work setting, and the role of the author. Chapter 2 discusses the problem statement: the public children's service agency implementing the resource guide had not been provided with consistent supervision recommendations regarding child abuse and/or neglect risk assessment. Also included in this chapter is a review of literature. Chapter 3 discusses the anticipated outcomes of the study. For instance, it was expected that 12 out of 15 risk-assessment supervision recommendations to the agency would be consistent as determined by a case supervision record review. Chapter 4 discusses the strategies used to make supervision recommendations more consistent, and chapter 5 discusses the results, including which of the projected outcomes were met and which were not. Includes four appendices: (1) Improving Technical Assistance Recommendations; (2) Supervision Recommendation Documentation; (3) Supervision Recommendations Survey; and (4) Post Implementation Improving Technical Assistance Recommendations: Colleague Input Survey. Contains 18 references. (JMD)

ED 426 468 EA 029 553

Sheley, Joseph F.; Wright, James D.

High School Youths, Weapons, and Violence: A National Survey. National Institute of Justice Research in Brief.

PUB DATE- 98

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Guns; *High School Students; High Schools; *Males; National Surveys; *School Safety; Student Attitudes; *Violence; Youth Problems

Previous studies have yielded little knowledge about firearm-related behavior applicable to the "average" youth, either because the research focused on select populations, or because only the most general of weapon-related questions were asked.

included the Voting Rights Act, the Fair Labor Standards Act, the Individuals with Disabilities Act, and Title IX of the Education Amendments of 1972. (RJM)

ED 426 486 EA 029 584

Julka, Michael J.
Licensing and the Consequences of Pirating Software: What Schools Should Know.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Compliance (Legal); *Computer Software; *Copyrights; Court Litigation; Elementary Secondary Education; Fair Use (Copyrights); Federal Regulation; *Legal Responsibility; School Districts

This article presents an overview of the laws governing the use of computer software, along with an outline of precautions school districts should take to reduce the potential for liability. In 1964 the U.S. Copyright Office began to register software as a form of literary expression. This was followed by the Software Rental Amendments Act, which prohibited the commercial renting, leasing, or lending of software without the express written permission of the copyright holder. The exception to the law was educational institutions, which were allowed to transfer possession of lawfully made copies of computer programs. This did not mean that educational institutions had authority to illegally copy software. There are many types of software piracy, a common form being unlicensed copying, also known as softlifting, where an organization that has a limited number of licenses for a program makes extra copies to meet demand. Some of the consequences of pirating software include large fines, jail terms, and civil action. Enforcement of software copyrights includes litigation, raids, and audits. School districts can implement various measures to reduce incidents of software piracy by making employees aware of the lawful uses of software. (RJM)

ED 426 487 EA 029 585

Brown, Lisa A.
Children as Witnesses: A Survey of Evidentiary and Procedural Issues.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Children; *Court Litigation; Elementary Secondary Education; *Evidence (Legal); Interviews; Legal Responsibility
IDENTIFIERS- *Witnesses

In school law, legal decisions frequently revolve around the testimony of a single child. A summary of the evidentiary and procedural concerns that may arise in such cases and an overview of practical advice for interviewing and examining children in a legal proceeding are provided in this article. The text discusses the competency of children to testify, the district courts' broad discretion in determining the competency of a witness, and the mental examinations for the purpose of determining competency, which usually are not allowed. When the above the national average. More schools and more students are participating in Advanced Placement Programs, and higher percentages of students are mastering challenging subject matter in mathematics. Subsequently, scores on college admissions test have risen in the past 10 years. States are assessing student achievement through end-of-course tests linked to content standards, and few states use a single statewide assessment for school readiness. Some of the issues surrounding assessing and improving student achievement include: agreeing on what students should know and be able to do; national norm-referenced tests; ensuring the credibility of tests; and making sure that content standards, instruction, testing, and professional development reinforce each other. Steps that SREB states are taking to improve student achievement are discussed. (RJM)

ED 426 506 EA 029 615

MacKay, Louise L.; Ralston, Elizabeth Welch
Creating Better Schools: What Authentic Principals Do. Principals Taking Action Series.
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Administrator Guides; *Management Development; *Principals; Secondary Education; *Secondary Schools
IDENTIFIERS- *Authenticity; Training Materials

This book, designed as a mentoring and training tool for experienced and new secondary school principals, is a guide for attaining what the authors call "authenticity." An authentic principal is defined as one guided by service and responsibility for students and staff. The book is written in narrative form through the eyes of a fictionalized central character, who, after teaching history and mathematics for seven years, has recently entered an administrative training program. Each chapter provides at least one self-directed skill-building exercise designed to assist in developing one's own authenticity. Ten chapters define authenticity and describe its attributes: having vision in school success; demonstrating compassionate caring for members of the school community; trusting yourself and those around you; empowering the school community; being competent; choosing things that will matter most and make a lasting impact; responding effectively to a variety of daily situations; viewing learning as an ongoing process; and productively using hindsight. (RIB)

ED 426 507 EA 029 616

Drake, Susan M.
Creating Integrated Curriculum: Proven Ways To Increase Student Learning.
PUB DATE- 98
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

Logic; Outcomes of Education; *Performance Based Assessment; Program Effectiveness; Program Evaluation; Secondary Education; Special Education; *Transitional Programs
IDENTIFIERS- *Government Performance and Results Act 1993

This document is a transcript of a workshop on planning and constructing performance-based evaluations for project directors of transition programs for students with disabilities. It provides background information on the Government Performance and Results Act (GPRA) and presents strategies for implementing and managing a performance-based plan. The use of logic models to develop agency plans is explained, along with logic model critical elements, including: (1) clarify the expectations and priorities of others important to program success: (2) get a reasonable level of agreement on goals, strategies, and required inputs; (3) identify key external factors likely to affect performance; and (4) explore the costs and usefulness of alternative performance measurement systems. The transcript addresses measuring performance by collecting the right information and reporting results and meaningful information. The importance of collecting performance information is emphasized. The last sections address design evaluation and implementation evaluation, using customer feedback, and measurable objectives. Appendices include information on the Government Performance and Results Act, the performance information spectrum, using logic models in devaluing performance measurement systems, examples of logic models, components of a measurable objectives and key terms. (Contains 22 references.) (CR)

ED 426 525 EC 306 958

Liberton, Cindy, Ed.; Kutash, Krista, Ed.; Friedman, Robert M., Ed.
A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996).
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 462p.; The twelve "chapters" of the proceedings have been separately analyzed, see EC 306 959-970.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Child Welfare; Children; *Delivery Systems; Early Intervention; *Emotional Disturbances; Family Involvement; Financial Support; Information Systems; Juvenile Justice; *Mental Disorders; *Mental Health; Models; Program Evaluation; Research and Development; Research Methodology; *Systems Approach; Theory Practice Relationship
IDENTIFIERS- Case Management

This document presents the proceedings of the 8th Annual (1996) Children's Mental Health Conference. Eleven main sections focus on the following topics: (1) evaluation efforts within states and systems of care; (2) financing strategies of systems of care; (3) family participation; (4) school-based services; (5) the child welfare system; (6) the juvenile justice system; (7) case management services; (8) models to improve service delivery; (9) early intervention approaches; (10) research methodology and information systems; and (11) utilization research. Also included are two lectures in the Gwen R. Iding Brogden Distinguished Lecture Series: "New Approaches to Evaluating Systems" (Heather B. Weiss) and "Outcome Accountability and System Reform: What Should They Mean in the Department of Justice is shown in shaded text. Material which has been deleted from ADAAG but has not yet been deleted from the enforceable standard by the Department of Justice is shown in strike out text. (CR)

ED 426 545 EC 306 981

Milian, Madeline; Ferrell, Kay Alicyn
Preparing Special Educators To Meet the Needs of Students Who Are Learning English as a Second Language and Are Visually Impaired: A Monograph.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Braille; *Course Content; *Cultural Differences; Diversity (Student); Elementary Secondary Education; *English (Second Language); Federal Regulation; Higher Education; Limited English Speaking; *Minority Group Children; *Preservice Teacher Education; Spanish Speaking; Special Education Teachers; Staff Development; Surveys; Teacher Competencies; *Visual Impairments
IDENTIFIERS- Colorado

This monograph describes a personnel preparation program that prepared 32 Colorado special education graduates to meet the needs of students who are learning English as a second language and are visually impaired. Graduates took a course that was specially designed to expose students to relevant literature on federal mandates for the education of students from linguistically diverse communities, teaching methodology appropriate for students with limited proficiency and academic achievement, working with families from diverse cultures, using translators, and the teaching of the Spanish braille code. Moreover, students spent 10 hours observing English as a Second Language (ESL) teachers in public schools. The second part of the monograph details changes incorporated into targeted courses related to multicultural issues and provides a list of competencies related to the education of linguistically diverse students with visual impairments to assist in the development of relevant course objectives. The third part of the monograph discusses the results of a survey of 361 educators working with students with visual impairments that identifies some of the challenges of working with linguistically diverse students. The fourth part of the monograph contains an annotated bibliography of relevant resources. (CR)

ED 426 546 EC 306 982

Maier, William J.
Multimodal Treatment of Attention-Deficit Hyperactivity Disorder: An Updated Review of the Empirical Literature.
PUB DATE- 98
NOTE- 83p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *Attention Deficit Disorders; Behavior Modification; *Cognitive Restructuring; *Drug Therapy;

Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1998: Technology and Media Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 94p.; For the 1997 report see ED 417 559; for related volumes, see EC 306 999 through EC 307 003.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accessibility (for Disabled); Captions; Cultural Enrichment; *Disabilities; Educational Legislation; *Educational Media; *Educational Technology; Elementary Secondary Education; Federal Aid; Federal Legislation; Federal Programs; Grants; Hearing Impairments; Higher Education; Instructional Materials; Program Descriptions; Research and Development; *Special Education; State Programs; Television; Theory Practice Relationship; Videotape Recordings; Visual Impairments
IDENTIFIERS- Individuals with Disabilities Education Act; *Office of Special Education Programs

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized IDEA, Part D. This volume, the fourth of the directory, describes projects concerning technology and media services. These projects are intended to: (1) support educational media activities that are designed to be of educational value to children with disabilities; (2) provide video description, open captioning, or closed captioning of television programs, videos, or educational materials; (3) distribute captioned and described videos or educational materials; (4) provide free educational materials, including textbooks, in accessible media for visually impaired and print-disabled students in elementary, secondary, postsecondary, and graduate schools; and (5) provide cultural experiences through appropriate nonprofit organizations. The projects are grouped by the competitions under which they were funded and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index. (CR)

ED 426 565 EC 307 003

Orkwis, Ray; DeCarme, Judi; Glover, Jeanne
Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1998: State Improvement.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 87p.; For the 1997 report see ED 417 560; for related volumes, see EC 306 999 through 307 002.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Early Intervention; Education Work Relationship; Educational Legislation; Educational Practices; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; *Federal State Relationship;

ED 426 587 FL 024 983

TELRI: Trans European Language Resources Infrastructure Newsletter, 1995-1997.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 97
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Oriented Programs; Computer Software Development; Czech; Foreign Countries; Grammar; Information Technology; Language Maintenance; Language Planning; *Language Processing; *Language Research; *Languages; *Lexicography; *Machine Translation; Programming; Second Language Instruction; Second Languages; Uncommonly Taught Languages
IDENTIFIERS- *Copernicus; *Europe; Language Corpora

The first seven issues of the Trans European Language Resources Infrastructure (TELRI) newsletter, a publication of the COPERNICUS project funded by the Commission of the European Communities, date from September 1995 to October 1997. The first three issues contain articles in the origins of TELRI, its members, working groups, and events. TELRI's aim is to set up a network of leading national language and language technology centers in Europe. It brings together 22 institutions in 17 countries. Subsequent issues contain similar association-related information and articles on these topics: syntactic tagging techniques; the Czech National Corpus; issues in machine translation of Plato's "Republic" in a variety of Slavic languages; development of new lexicons; and development of multilingual technology. Some of the articles consist of summaries of conference papers on these topics. (MSE)

ED 426 588 FL 025 155

LeBrun, Monique
L'apprentissage d'une langue etrangere comme ouverture culturelle (Second Language Learning as a Cultural Opportunity).
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Teachers of French (Nashville, TN, November 20-23, 1997).
LANGUAGE- French
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; Foreign Countries; *Intercultural Communication; *Interpersonal Competence; Literature Appreciation; Second Language Learning; *Second Languages; Skill Development
IDENTIFIERS- Quebec; United States

It has been suggested that the learning of a second language is not only a practical matter, as is commonly emphasized in discussion about language teaching, but is equally an experience of cultural initiation, particularly through the appreciation of literary texts in that language. The first part of this paper reviews educators' ideas about literature as cultural opportunity and the sociocultural competencies developed through the study of literature, looking at a number of related issues, including the general context of western culture, concepts of culture and subculture, the nature of based on this information, are noted. (Contains 25 references.) (MSE)

ED 426 611 FL 025 656

Layzer, Carolyn
The Cognitive Hookman: Using Contemporary Legends in the ESL/EFL Classroom.
PUB DATE- 93
NOTE- 84p.; Master's Thesis, School for International Training, Brattleboro, VT.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); *Folk Culture; Narration; *Oral Tradition; Second Language Instruction; *Story Telling

This paper discusses the use of contemporary legends in the teaching of language and culture, specifically in English-as-a-second-language. Contemporary legends are a type of folk narrative, but unlike folk tales, they are believed to be true. They usually concern ordinary people who are known to the narrator, occur in familiar settings, and are generally conveyed orally. Drawing on her experience teaching in a variety of cultures, the author encourages other teachers to use contemporary legends as authentic texts for teaching both culture and communication skills. The paper presents adapted stories and accompanying questions and class activities, and offers seven sample lessons using some of the texts. Specific classroom techniques, and some caveats for the teacher, are noted. (Contains 13 references). (MSE)

ED 426 612 FL 025 657

Toohey, Kelleen; Day, Elaine
Communities of Participation in Learning ESL.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *Classroom Communication; Classroom Environment; Elementary School Students; *English (Second Language); Ethnography; Foreign Countries; *Group Dynamics; Interpersonal Relationship; Kindergarten Children; Language Minorities; Language Research; Polish; Primary Education; Punjabi; Second Language Instruction; Second Language Learning; *Student Participation; *Vocabulary Development
IDENTIFIERS- Canada

An ongoing four-year ethnographic study of two cohorts of English-as-a-Second-Language (ESL) learners enrolled in mainstream Canadian primary school classrooms is described. The two cohorts are: (1) a group of six children observed from the beginning of kindergarten through the end of grade 2, and (2) five children observed from early kindergarten through grade 1. The language backgrounds of the children include Chinese, Polish, and Punjabi. Classroom observation of the children focused on classroom practices that appear to facilitate or inhibit learners' acquisition of the language used within this and 116 fourth- and fifth-grade students; slightly over half were ESL learners in their first or second year of English language arts. The five teachers had completed training in literature log use and instructional conversation. Students were randomly assigned to one of four groups: literature log only; instructional conversations only; literature logs plus instructional conversations; and control. Posttests found significant differences among treatment groups. Student in the literature logs group and literature logs plus instructional conversations groups scored significantly higher than the control group on story comprehension. Students in all three treatment groups were significantly more likely to show understanding of the story themes than the control group. Combined effects of literature logs and instructional conversations on students' essays about a story theme varied by language proficiency: for limited-English-proficient students, the combined effects were greater than for either treatment alone. For fluent English-proficient students, combined effects were not significantly greater. (Contains 39 references.) (MSE)

ED 426 632 HE 031 363

Stephenson, John, Ed.; Yorke, Mantz, Ed.
Capability and Quality in Higher Education. 2nd Edition. Teaching and Learning in Higher Education Series.
PUB DATE- 98
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Evaluation; Educational Improvement; *Educational Methods; Educational Needs; Educational Objectives; Educational Quality; Foreign Countries; *Futures (of Society); *Higher Education; Quality of Life; *Relevance (Education); Student Needs; Thinking Skills
IDENTIFIERS- United Kingdom

This book, based on higher education practices in the United Kingdom, attempts to synthesize the concept of "educating for capability," which focuses on integrating knowledge, skills, personal qualities, and understanding appropriately and effectively in new and changing circumstances. It seeks to link capability in education with the fundamentals of teaching and learning, and with quality in education, and also suggests ways to bring capability ideas into the curriculum and institutional practice. In Part One, the capability agenda is set out and its meaning and scope in the context of current trends in higher education are explored. In Part Two, the book presents examples of how institutions address different aspects of the wide-ranging changes needed for educating for capability. Part Three is a more thematic review of major issues, including the need to provide support for autonomous learners, how students can help each other, integrating career management into the curriculum, using learning contracts to involve relevant stakeholders, and assessment and quality assurance. Part Four presents a model for educating for capability based on the practical experience presented in the volume and provides some suggestions regarding a culture of higher education in which the model can flourish. (Chapters contain references.) (MAB)

ED 426 633 HE 031 714

Hara, Noriko
Student's Perspectives in a Web-Based Distance Education Course.

or less) than adults between 26 and 54 years old (27 percent or higher); women constituted half of the participants in work-related courses; rates of participation in work-related courses were generally higher among persons in professional or managerial occupations (from 41-71 percent) and lower among those in trades (from 11-22 percent); employed adults (31 percent) were more likely to participate in work-related courses than those who were unemployed but in the labor force (11 percent); and time (47 percent) and cost (30 percent) were the most frequently reported barriers to participation in work-related courses by interested nonparticipants. Information on the survey methodology and data reliability is included. Contains 9 endnotes, 17 references, and 6 data tables. (YLB)

ED 426 191 CE 077 611

Workplace Success Project. New Paradigm for Effective Workforce Skills. Employee Guide and Supervisor's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); *Allied Health Occupations Education; Case Studies; Cognitive Style; *Communication Skills; Corporate Education; *Employer Employee Relationship; *Interpersonal Competence; Learning Activities; Listening Skills; Nonverbal Communication; On the Job Training; Role Playing; Success; *Supervisory Training; Verbal Communication; Work Environment; Workplace Literacy
IDENTIFIERS- Job Coaches; *Professionalism

These two documents are part of the workplace success training program provided to employees of a large metropolitan hospital. The first manual is intended for hospital employees, and the second is intended for supervisors. Included in the employee guide are an ice breaker activity, participant self-evaluation, and learning styles inventory and instructional materials and learning activities on the following topics: succeeding in the workplace (defining success, choosing to succeed, skills for success, assessing workplace skills, assessing the work environment); communicating on the job (analyzing the job, customers, three behavior choices for working with customers); communicating with your boss (verbal communication techniques, receiving criticism, questioning, nonverbal communication, listening, following directions, workplace application of skills); communicating with coworkers; understanding professionalism (making an impression, professional language, time management, staying motivated, problem solving, team building, appearance and grooming, accountability, empathy, service excellence, performance appraisal); and planning your future (resources, advancement, identifying opportunities, setting work goals, creating plans). Postassessment materials are provided. The supervisor's guide contains instructional materials and learning activities on the following topics: succeeding in the workplace (defining success, workplace success); learning styles (training for different learning styles, the learning pyramid); coaching (characteristics and benefits of coaching, coaching techniques); responding to new employees; coaching suggestions; and recognizing excellence.

see CE 077 783.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Broadcast Television; Career Counseling; *Chinese; *Communication Skills; Curriculum Development; *English (Second Language); Literacy Education; *Needle Trades; Partnerships in Education; Productivity; Second Language Instruction; Sewing Machine Operators; *Vocabulary Development; *Workplace Literacy

The Chinatown Manpower Project continued as the education partner in a Workplace Literacy Program (WLP) for the Chinese garment workers in New York City. Local 23-25, Union of Needletrades, Industrial and Textile Employees, was the union partner; the Greater Blouse, Skirt & Undergarment Association, Inc., and the Continental Garment Manufacturers Association of Greater New York were the industry partners. From July 1996-December 1997, the program completed three 18-week training cycles, each composed of 50 hours of instruction in garment-related English and English as a second language (ESL). The instruction was designed to do the following: upgrade the literacy level of Chinese garment workers; improve their English communication skills in their daily lives and at the workplace; improve their understanding of their work, rights, and benefits; provide academic and vocational counseling services and referrals; and enhance job productivity and job opportunities. SinoVision, a Chinese television station and production company, produced and broadcast a series of 27 bilingual garment-related lessons to serve workers at their homes within and outside the New York metropolitan area. Program accomplishments included the following: continued validation and refinement of the existing WLP curriculum; provided ESL/job-related English classes to 191 workers; and provided basic skills/job-specific English classes to upgrade skills of 194 workers; and retained 85 percent of graduates. (Appendixes contain publicity materials; lesson plan; pretest; evaluation instruments; and correspondence.) (YLB)

ED 426 210 CE 077 783

Friedenberg, Joan E.
The Three-Year (1995-1997) Workplace Literacy Program at Chinatown Manpower Project, Inc. Final Evaluation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 102p.; For the "Garment-Related Bilingual T.V. Broadcast Lessons", see CE 077 693-694. For the final performance report, see CE 077 782.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Basic Skills; Broadcast Television; *Chinese; Communication Skills; Curriculum Development; *English (Second Language); Literacy Education; Material Development; *Needle Trades; Partnerships in Education; Second Language Instruction; Sewing Machine Operators; *Vocabulary Development; *Workplace Literacy

An external evaluation was conducted of the Workplace Literacy Program at Chinatown Manpower Project, Inc., which provided oral and written job-specific instruction in English as a second language to Chinese garment workers. The program was designed for underemployed garment industry workers with low industries of four European Community (EC) countries were examined through 21 case studies of firms with 10 or fewer employees (6 firms in Ireland and 5 each in Greece, the Netherlands, and Spain). Structured interviews were conducted with each firm's owner and 60 motor vehicle mechanics at the 21 firms. Firms were not selected randomly; rather, they were selected because of their active use of training to adapt their staff to technological, economic, and organizational change. The sample included franchise and nonfranchise firms. All 21 microfirms studied were simultaneously pursuing growth strategies and the strategy of specialization in networks. Of the 60 mechanics interviewed, 43 had initial vocational education for the sector. Except for the apprentices, all 43 mechanics participated in continuing training during the previous 3 years. Of the 17 mechanics with no initial training for the sector, 10 (59%) had participated in continuing training and only 7 (41%) reported learning a great deal from that training. Many employees developed skills through incidental learning (including learning by solving problems individually or with colleagues, learning by regular rotation of tasks, and learning under the boss or an experienced worker). (Contains 23 tables/figures) (MN)

ED 426 230　　　　CE 077 863

van den Tillaart, Harry; van den Berg, Sjaak; Warmerdam, John
Work and Learning in Micro-enterprises in the Printing Industry. A Comparative Research Study into the Relationship between Technological and Organisational Developments and Training Activities in Micro-enterprises in the Printing Industry in Four European Countries. Synthesis Report. CEDEFOP Panorama.
PUB DATE- 98
NOTE- 83p.; For a related document, see CE 077 862.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Continuing Education; Economic Development; *Education Work Relationship; Educational Attainment; Educational Trends; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Employment Practices; Entrepreneurship; *Foreign Countries; Informal Education; Job Training; Labor Market; Needs Assessment; Networks; Nonformal Education; *Printing; Skill Development; *Small Businesses; Synthesis; Technological Advancement; Trade and Industrial Education; Training Methods; Trend Analysis; Work Environment
IDENTIFIERS- *European Community; Finland; Ireland; *Microenterprises; Netherlands; Spain

Work and learning in microenterprises in the printing industries of four European Community (EC) countries were examined through 17 case studies of firms with 10 or fewer employees (5 firms in Finland and 4 each in Ireland, the Netherlands, and Spain). Structured interviews were conducted with each firm's owner and a total of 90 staff at the 17 firms. Firms were not selected randomly; rather, they were selected because of their active use of training to adapt their staff to technological, economic, and organizational change. The differences in training practices at the 17 firms proved more related to firm size than country-specific situations. Prepress firms were the most dynamic, and press firms were the least dynamic. Of the 63 employees actually involved in the printing process, 23 (36%) had no initial vocational education for the sector. Fewer than one-third of the printers interviewed (including only 4 of the 23 employees without initial vocational education) had

Education Faculty to Their Schools of Education" (Day et al.); "Vital Work" (Deems); "The Formation of Identity in High-Achieving, Mexican-American Professional Women" (De los Santos); "Knowing the Self through Fantasy" (Dirkx); "Adult Education as Building Community" (Grace); "Adult Education and the Body Politic" (Grosjean); "Like Peeling an Onion" (Guy et al); "Cognition and Practice" (Hansman, Wilson); "Negotiating the Discourse of Work" (Hayes, Way); "From Global Consciousness to Social Action" (Hill); "From Motherhood to Sister-Solidarity" (Hill); "Is Our History Bunk?" (Holford); "Adult Education Programs of the New Deal" (Ice, Nolan); "Feminist Teaching, Feminist Research, Feminist Supervision" (Jarvis, Zukas); "Positionality" (Johnson-Bailey, Cervero); "How Adult Learners Change in Higher Education" (King); "Piney Woods Country Life School" (Martin); "Examining the Impact of Formal and Nonformal Learning on the Creativity of Women Inventors" (McCracken); "Preaching What We Practice" (Moore, Hill); "Are Resources and Support Necessary or Just Nice in Post-Program Application?" (Ottoson); "The Social Construction of Chinese Models of Teaching" (Pratt et al.); "'Dancing as Gracefully as I Can'" (Reeves); "Adults with Disabilities and the Accommodation Communication in Higher Education" (Rocco); "Adult's Readiness to Learn" (Rubenson); "Identifying Research Strategies for the Future" (Sanders); "An Analysis of Self-Efficacy, Welfare Status, and Occupational Choice Among Female Single Parents" (Southwick); "Listening to the Student Voice in Adult Education" (St. Pierre); "Finding a Route into Higher Education for Local Working Class Adults" (Tett); "Examining the Dynamic Relationship among Three Facets of Knowledge" (Yang); and "Transforming Intercultural Perspectives: (Ziegahn); "Rethinking Participation Research in Adult Education" (Courtney et al.). (MN)

ED 426 248   CE 077 924

Workplace Basic Skills Curriculum for the Financial Services Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 111p.; For the "First Chicago/NBD" final report, see CE 077 946.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Banking; Basic Skills; Behavioral Objectives; Business Correspondence; *Competency Based Education; Curriculum Guides; Education Work Relationship; *Finance Occupations; *Job Skills; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Skills; Partnerships in Education; Personnel Evaluation; Reading Skills; School Business Relationship; Self Evaluation (Individuals); Skill Development; Technical Writing; *Workplace Literacy; Writing Skills
IDENTIFIERS- *Customer Services

This curriculum guide contains the materials required to teach 16 workplace basic skills courses for bank employees. The guide begins with an overview of the project during which the courses were developed through a partnership between First Chicago/NBD and a training provider and used to provide training to 1,699 participants. Presented next is a curriculum overview that explains how the 16 competency-based courses were developed to teach actual workplace tasks in the context of the work

ED 426 265 CE 077 949

Malone, Joan L.
Workplace Education in the Healthcare Environment. The Why, the What, and the How. A Symposium (Albany, New York, November 13, 1997).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Community Colleges; Conferences; Context Effect; *Delivery Systems; Distance Education; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Educational Trends; *Health Personnel; *Literacy Education; Models; Teaching Methods; Two Year Colleges; *Workplace Literacy

This document contains presentations and other materials from a 1997 symposium of practitioners, policymakers, researchers, and funders that was convened to discuss education of direct care workers in the field of health care. The document begins with an executive summary and the keynote address "Why Workplace Literacy?" (Larry Mikulecky). Presented next are three presentations by the members of the Addressing Critical Issues in Educating Direct Care Workers panel and two responses: untitled presentation by Wilma Sheffer; "Overcoming Hurdles: Some Critical Issues Confronting the Education of Direct Care Staff in the Healthcare Environment" (Barbara McCandless, Christine A. Katchmar); "Workshops in the Workplace" (Doris Dingle, Natalie Hannon, Claude D. Grant); "Addressing Critical Issues in Educating Direct Care Workers" (Francine Boren Gilkenson); and untitled response by William Ebenstein. Three presentations by members of the How to Implement Workplace Education Programs in the Healthcare Environment: Alternative Approaches panel and two responses are provided: "A Distance Learning Model" (Harvey Huth, Harriet Spector); "Alternative Approaches to Workplace Education in the Healthcare Environment" (Dorothy Seidel, Lorry Villemaire); "The Cooperative Home Care Associates' Training and Employment Model" (Christine Archambault); "How To Implement Workplace Education Programs in the Health Care Environment: Alternative Approaches" (Robert Knower); and "Evaluating Workplace Literacy Programs: A Response to Symposium Panel #2" (Jorie W. Philippi). A summary address, "10 Trends and Potentials for Workplace Education" (James Parker), and the symposium agenda are included along with six program overviews: "St. Louis Community College" (Wilma Sheffer, Lorna Finch); "The Eddy/Rockefeller College" (Barbara McCandless, Christine Katchmar); "Bronx Community College" (Claude Grant, Natalie Hannon, Doris Dingle); "OMRDD/CUNY/CSEA/GOER (Office of Mental Retardation and Developmental Disabilities/Civil Service Employees Association/Governor's Office of Employee Relations)" (Harvey Huth, Harriet Spector); "The Geriatric Authority of Holyoke Resource Center Model" (Lorry Villemaire, Dorothy Seidel); and "Cooperative Home Care Associates (CHCA)" (Christine Archambault). Concluding the document are biographies of 18 selected participants; list of 10 exhibitors and contact persons for each; and list of 56 symposium participants. (MN)

ED 426 266 CE 077 950

group processes. Chapter 1 shows how the "Building Canberra" project, on which the book is based, came about. It discusses the policy framework in which it was situated and describes community writing and publishing as an area of activity in Australia. Chapter 2 introduces the people, stories, and settings. Chapter 3 presents ideas for community writing and publishing activities for use in various community settings. It outlines the way stories were worked on in groups as a three-part process--bringing people together, encouraging story sharing, and highlighting shared stories--and addresses scheming and plotting. Chapter 4 details ways in which scrapbooks are useful, explores scribing's potential in recording stories, and offers examples of simple group writing activities. Chapter 5 on making simple books and commercial publications includes detailed information about the planning and decision-making process involved in the various stages of preparing a manuscript for printing and marketing the book. Chapter 6 makes recommendations for long-term community writing and publishing activities: setting up a writing and publishing group, employing a professional writer, and seeking funding. Chapter 7 reflects on the impact and meaning of writing and publishing in community settings. An index is appended. (YLB)

ED 426 283 CE 077 987

Vitali, Laurence; Freiche, Jeanine; Matthews, Alison; Warmerdam, John
The Impact of New Technologies on Occupational Profiles in the Banking Sector. Case Studies in Luxembourg, the Netherlands, the United Kingdom and France. CEDEFOP Panorama.
PUB DATE- 98
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Banking; *Business Education; Case Studies; Educational Needs; *Employment Patterns; *Employment Qualifications; *Foreign Countries; Tables (Data); *Technological Advancement; Unions
IDENTIFIERS- *European Union; France; Impact Studies; Luxembourg; Netherlands; United Kingdom

The impact of new technologies on occupational profiles in the banking sector was examined through case studies in four European countries: Luxembourg, the Netherlands, the United Kingdom, and France. In each country, three types of banking institutions were studied: merchant (Eurobank); "counter" (universal) bank; and telebank (bank operating solely via computer or telephone). Information was obtained through interviews with the banks' general directors and directors of human resources. Trade union representatives were also interviewed. According to those interviewed, mergers and buyouts are increasing and resulting in fewer financial institutions. In absolute terms, employment is increasing in the Netherlands and Luxembourg but decreasing in France and the United Kingdom. Competition is increasing, as are jobs focusing on customer service and customer contact. In all four countries, new technologies are threatening clerical jobs. Computer-aided decision-making software and computerization of many banking operations are threatening many administrative jobs while increasing the demand for specialized banking skills among the few employees who will take over where computer-aided decision-making software leaves off. In almost all banks studied, greater importance is being attached to individual

Development; *Supervisory Training; Teaching Guides; Vocabulary Development; *Workplace Literacy

This instructor's manual for workplace trainers contains the materials required to conduct a course on developing successful learning strategies. The course includes six lessons for workers, two lessons for supervisors, and strategies for helping workers continue to develop the skills taught in the course. The following materials are provided for each course: lesson plan, learning activities based on real-life situations, handouts, assessments (including pretests and posttests), and transparencies. Each lesson plan contains objectives, a list of materials needed, classroom setup information, and detailed instructions for conducting all activities. Topics of the lessons are as follows: identifying one's personal learning style; better reading for fun and profit; vocabulary building through development and use of personal glossaries; logs and journals; identification and use of information sources; and error identification and ranking. (MN)

ED 426 302 CE 078 637

Working Together: Communicating on Teams. JobLink Winning at Work Instructor's Manual, Module 2.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 250p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; *Communication Skills; Learning Activities; Learning Modules; Learning Strategies; Lesson Plans; *Literacy Education; Pretests Posttests; Skill Development; *Supervisory Training; Teaching Guides; *Teamwork; *Workplace Literacy

This instructor's manual for workplace trainers contains the materials required to conduct a course on working in teams. The course includes six lessons for workers, two lessons for supervisors, and strategies for helping workers continue to develop the skills taught in the course. The following materials are provided for each course: lesson plan, learning activities based on real-life situations, handouts, assessments (including pretests and posttests), and transparencies. Each lesson plan contains objectives, a list of materials needed, classroom setup information, and detailed instructions for conducting all activities. Lessons cover the following topics: learning to speak up at meetings; building teams; defining roles on workplace teams; listening actively; understanding body language; and understanding the concept of synergism and using it in work teams. (MN)

ED 426 303 CE 078 638

Pre-Statistical Process Control: Making Numbers Count! JobLink Winning at Work Instructor's Manual, Module 3.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 379p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.

classroom use of the "Career Choices" tabloid and the "User's/Resource Guide" are included. (EMK)

ED 426 322 CG 028 997

Efird, Barbara
Career Development Resource Guide and User's Guide for "Career Choices in North Carolina," 1998-1999. Agency Version.
PUB DATE- 98
NOTE- 145p.; Published annually. For 1997 edition, see ED 415 463. For standard version (intended for middle and high school students) of this edition, see CG 028 996.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adults; Career Awareness; *Career Choice; Career Counseling; *Career Development; Career Exploration; Career Guidance; *Career Information Systems; Career Planning; Higher Education; Job Search Methods; Occupations; Secondary Education
IDENTIFIERS- *North Carolina

Helping new career aspirants to develop the skills and strategies necessary to launch their careers is the purpose of this resource compendium. Skills for the workplace, job search skills, self-assessment, and planning are covered, as well as information about careers and occupations. This "agency version" is intended for use by career counselors and consultants and includes material on career management and career development. This edition contains revised sections on "Self-Assessment," "Career Exploration," "Education and Training," and "Job Search and Career Management." "The Holland Theory" is explained, and a new "Career Key" (L. K. Jones) is included. A new website is announced, the resource section has been updated, and a section on "National Career Development Guidelines" has been added. (EMK)

ED 426 323 CG 028 999

Winslade, John; Monk, Gerald
Narrative Counseling in Schools: Powerful and Brief. Practical Skills for Counselors.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Counseling Techniques; Counselor Client Relationship; Elementary Secondary Education; High Risk Students; *Personal Narratives; Problem Children; *Reputation; *School Counseling; Story Telling; Student Problems
IDENTIFIERS- *Family Therapy; Narrative Therapy

This book discusses narrative therapy in the context of school counseling. It provides an overview of narrative therapy, guidelines for applying it, and approaches to specific problems. Narrative counseling helps students to explore their own story, externalize elements of it, distinguish the story from the person, and build a new story of their life to live out of. The counselor then helps the student to create a new segments of that range, generally secondary schools. For each program the following information is summarized: (1) "Overview"; (2) "Program Characteristics" including clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, competency, and program features; (3) contact information; and (4) commercial and noncommercial materials utilized. Appendices include: "Key Contacts," which includes information for all 1998 applicants; "State Career Guidance Supervisors"; and "U.S. Army Recruiting Command Education Services Specialists." (EMK)

ED 426 343   CS 013 310

Younge, Mable F.
Addressing Reading Problems in Social Studies Content Area.
PUB DATE- 98
NOTE- 7p.; Course Project for "Supervision and Administration of a Reading Program," DeKalb County School System (Georgia).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; *Content Area Reading; Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Learning Strategies; *Lesson Plans; Middle Schools; *Social Studies; Student Needs; Teacher Role
IDENTIFIERS- Middle School Students

This paper responds to several social studies teachers' complaints that students are not reading on grade level, and therefore, not able to engage in classroom activities. The paper describes the development of sample lesson plans for middle school students and identifies effective assessment alternatives for teachers to use. Solutions presented in the paper are: (1) identify student needs; (2) create a nurturing environment; (3) be consistently aware of voice, tone, and gestures in communicating objectives; (4) use flexible grouping to incorporate peer interaction; (5) use a variety of materials with the text; (6) teach the organization and format of the social studies text; and (7) teach vocabulary in context with key concepts. The paper concludes with several suggestions for assessment; and provides an "analysis and synthesis game," and a lesson about civil rights. Contains a 20-item bibliography. (NKA)

ED 426 344   CS 013 311

Vaddhanayana, Varavarnee
Strategies and Steps To Teach Content Areas to Students Who Are Not Reading on Grade Level.
PUB DATE- 98
NOTE- 38p.; Course Project for "Supervision and Administration of a Reading Program," DeKalb County School System (Georgia). Photographs may not copy well and some pages contain filled-in print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Class Activities; *Content Area Reading; High Risk Students; Instructional Effectiveness; *Language Arts; *Learning Strategies; *Lesson Plans; Reading Improvement; Reading Skills; Secondary Education; *Social Studies; Student Needs; *Teacher Role

PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *District of Columbia; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In the District of Columbia, 2,496 students in 113 public schools were assessed. This report describes the reading proficiency of District of Columbia fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in the District of Columbia on the NAEP reading scale was 189 compared to 216 nationwide. (SR)

ED 426 362 CS 013 371

NAEP 1992 Reading State Report for Florida. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Mississippi, 2,657 students in 107 public schools were assessed. This report describes the reading proficiency of Mississippi fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Mississippi on the NAEP reading scale was 200 compared to 216 nationwide. (SR)

ED 426 376   CS 013 385

NAEP 1992 Reading State Report for Missouri. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Missouri; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Missouri, 2,562 students in 114 public schools were assessed. This report describes the reading proficiency of Missouri fourth-graders and compares their overall performance to students in the Central region of the United States and the performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Texas, 2,571 students in 103 public schools were assessed. This report describes the reading proficiency of Texas fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Texas on the NAEP reading scale was 214 compared to 216 nationwide. (CR)

ED 426 391 CS 013 400

NAEP 1992 Reading State Report for Utah. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *Utah

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Utah, 2,829 students in 108 public schools were assessed. This report describes the reading proficiency of Utah fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for

(150)
DESCRIPTORS- Community Colleges; Distance Education; Educational Trends; *English Instruction; Females; *Futures (of Society); *Teacher Role; Teacher Student Relationship; *Telecourses; Two Year Colleges
IDENTIFIERS- *Pima Community College AZ

This paper maintains that although telecourses can be an excellent tool for providing information, they can also be abused and misused. The paper argues that if certain theoretical and practical issues are not addressed regarding the ways emerging technologies such as telecourses are used in higher education, the consequences may be staggering. Recounting the experiences of an instructor at Pima Community College (PCC) in Tucson, Arizona, who has developed writing telecourses, the paper first provides background information on the particular case of PCC and then provides information on telecourses in general. The paper raises the following concerns about using telecourses to teach English studies: (1) because telecourses are "canned" and distributed for years on end, even though they may use cutting-edge pedagogy at the time of production these courses become immediately out-dated; (2) a study of the influence of telecourses on the faculty who teach them suggests that "the longer instructors teach via distance educational technology, the more their teaching approaches in both traditional and distance settings tend to resemble each other"; (3) while telecourses enable students who are single working mothers to enter academic and professional communities previously denied them, these courses also continue to isolate and marginalize them; (4) by its nature, one-way, non-interactive telecourses will never be places for the consistent group learning that sparks critical thinking; and (5) in a similar vein, the "telecourse voice" must be questioned. Questions are asked about who will create future telecourses and who benefits from the increased advertising and the decreased retention rates, given that retention rates are universally low. (Contains 4 notes and 15 references.) (NKA)

ED 426 411 CS 216 567

Hartnett, Carolyn G.
English Nominalization Paradoxes.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Linguistic Association of the Southwest Conference (Tempe, AZ, October 9-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Form Classes (Languages); Freshman Composition; Grammatical Acceptability; Higher Education; Language Research; *Language Usage; *North American English; *Nouns; Textbooks
IDENTIFIERS- Educational Issues; *Language Change

English nominalizations turn verbs and adjectives into nouns systematically, but their meanings can change unpredictably. In the United States, college composition handbooks urge students to avoid using nominalizations, but elsewhere secondary students learn to write them responsibly and to recognize being manipulated when reading them. Nominalizations abound in business, science, and humanities and in textbooks and handbooks because they organize, generalize, classify, shorten explanations, maintain group identity, and display unchallengeable authority. They develop and build on previous knowledge, yet their assumptions increase comprehension

Performance Style vs. Textual Substance: Elocutionism Reincarnated in the Contemporary Practice of Oral Interpretation.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Guidelines; Higher Education; *Oral Interpretation; *Speech Instruction
IDENTIFIERS- *Debate Tournaments; *Elocution

Oral interpreters have traditionally been taught to begin their work with an in-depth examination of the text. Thus, classes in oral interpretation have emphasized the importance of literary analysis. Before a student can attempt a performance, the text must be analyzed in detail, as fully as possible, in an attempt to understand the nuances inherent in the literature. In a similar way, the elocutionists in the eighteenth century taught the value of knowing the internal and external traits of passion before a speaker attempted to deliver a speech. Unfortunately, early twentieth century practitioners of elocution were more interested in the mechanics of speaking than in natural speech performance. They left elocution with the connotation that it still carries today, that of teaching stilted and unnatural delivery. In much the same manner, some claim that surface "style" has overtaken "substance" in the typical contest performance. Not surprisingly, coaches of oral interpretation competitors are often accused of teaching unnatural performance skills. This paper situates and examines the "style versus substance" debate by considering such topics as: (1) the rise and fall of the Elocutionary Movement; (2) notions of style and substance; (3) stock narrators; (4) the advantages and disadvantages of stylized conventions; and (5) the pedagogical strengths and weaknesses of implicitly/explicitly establishing style guidelines. Contains 24 references. (Author/RS)

ED 426 432 CS 509 967

Leichty, Greg
Applied Research as Academic Public Relations.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 19-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; *Higher Education; *Professional Development; *Public Relations; *School Community Relationship; Student Motivation; Student Recruitment; *Student School Relationship; Teacher Education; Teacher Motivation

Applied communication research should be used by communication professors, communication departments, and colleges as an important tool for strengthening their relationships with their communities, students, and communication practitioners.

special education services. Most charter schools did not receive funds or did not apply for them. Access barriers included lack of enrollment and student eligibility data to submit to states and the application time and costs considerations. Charter school operators most often cited training, technical assistance, and notification of their eligibility as factors helping them access funds. Several states and the Department of Education have begun initiatives, such as alternative allocation policies, to help charter schools access federal funds. Included are five appendices, several figures and tables, and a summary of results. (MLH)

ED 426 450 EA 029 292

MacDonald, Irene
Navigating towards a Safe and Caring School.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Foreign Countries; Junior High Schools; *Prevention; *Principals; *School Security; Student Welfare; Urban Education; *Violence
IDENTIFIERS- Canada

With the advent of site-based management, principals must respond to growing pressures to provide students and staff with a safe teaching and learning environment. This paper examines junior-high school principals' understanding of violence. The paper focuses on the context of violence within the principals' schools, the factors that influenced strategies to address violence, the processes involved in making such decisions, and the perceived effectiveness of practices and programs aimed at violent behaviors in their schools. The report positions violence-prevention strategies within the larger context of leadership and school effectiveness by considering the role that assumptions, values, and perceptions play in decisions regarding school violence. For the study, principals (N=12) from a large urban district in Western Canada, who were selected due to their involvement in school-violence-prevention initiatives, were given semistructured interviews. Findings show that the principals described violence in broad terms, conceptualizing it as a symptom of other problems that were often under the direct control of schools. The principals saw violence as arising from other problems and viewed discipline as an opportunity to teach students interpersonal skills. A definition of violence was derived from their views. (Contains 42 references.) RJM)

ED 426 451 EA 029 474

Dorn, Sherman
The Political Legacy of School Accountability Systems.
PUB DATE- 98
NOTE- 32p.; Electronic journal article. Made available via the EPAA web site (cited below).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

To fill this void, a study was conducted on the firearm experience of average youths based on results taken from a 1996 survey of male 10th and 11th graders from 53 high schools nationwide. The findings show that the number of males who either carry or are in possession of a gun was relatively low compared with earlier research results. Gun-possession levels were highest for firearms more suited for hunting and sporting uses, were more common in rural and smaller communities, and were related to gun-carrying and possession levels of every type of firearm. However, once the recreational-gun-use variable was held constant, gun possession among respondents declined. Family and friends were the primary sources of guns, and 50 percent of the juveniles felt that they could obtain firearms relatively easily. Criminal behavior characterized only a small number of the respondents, and a few juveniles carried weapons to gain respect from their peers, but for most respondents the primary reason for possessing firearms was protection. (RJM)

ED 426 469 EA 029 555

Harris, J. Robert
Increasing the Professional Efficacy of Secondary School Assistant Principals through the Process of Collegial Collaboration.
PUB DATE- 98
NOTE- 81p.; Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrative Organization; Administrative Problems; *Administrator Effectiveness; *Assistant Principals; Job Enrichment; Leadership Qualities; *Leadership Training; Occupational Information; Public Education; Secondary Education

This paper describes a practicum that was designed to increase the efficacy of assistant principals as members of an administrative team in a learning organization. The 1-year practicum took place at a grades 8 to 12 public school facility in a rural community. The problems facing the school principal, who designed the practicum were that the two assistant principals did not possess a clear understanding of their job description and did not have leadership skills at a level required for the job. The paper provides an investigation into existing literature concerning these issues and discusses solution strategies as described by this literature. Four specific expected outcomes are developed: (1) assistant principals need to become more active participants in the development of their own job descriptions; (2) assistant principals need to become more active participants in regional meetings and initiatives; (3) improved principal-assistant principals communication is needed to enhance knowledge of school operations; and (4) collegial collaboration is needed to obtain professional efficacy. The paper not only explains how solutions were selected and how outcomes were measured, but also provides weekly action reports taken over a 3-month period. The results show that all the desired outcome goals were met. The results of this practicum will have a direct effect on the 1998-99 school year. (Contains 38 references.) (RIB)

ED 426 470 EA 029 557

Golden, Nancy; Lane, Marilyn
A Seven-Step Process To Align Curriculum with Oregon State

accused attacks the credibility of a child witness, the other party may offer a prior consistent statement made by the child so as to restore the child's credibility. Other issues of importance include the admissibility of testimony by health-care providers, testimony related to statements over a startling event made under the stress of the event, statements made soon after the event, rules that create a hearsay exception for certain statements, evidence of a victim's past sexual behavior, and expert testimony in child-abuse cases. Some other issues that arise in child cases include protective procedures, such as videotaping and closed-circuit television; the use of pseudonyms; the right of confrontation in civil cases; investigative interviewing; and courtroom considerations. (RJM)

ED 426 488 EA 029 586

Simonson, Mary Ellen
School Uniforms: A Blueprint for Legal Challenges.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; *Dress Codes; Educational Legislation; Elementary Secondary Education; *Legal Responsibility; State Courts; Student Rights
IDENTIFIERS- First Amendment; *School Uniforms

This article discusses some of the options and strategies available to school districts in defending dress codes which mandate uniforms. Three components are essential to a successful defense: the dress code must bear a reasonable relation to the school's pedagogical purpose, it must include alternative avenues of expression, and it must indisputably be a content-neutral regulation of student dress. The article draws on the experiences of an inner-city school in Phoenix to illustrate what can happen when students defy a dress code. It outlines the school's dress code, how it was not intended to suppress speech, the implementation of the code, the students' defiance of the dress code and their subsequent administrative transfer to schools not requiring uniforms, and the legal challenges to this action. The lower courts ruled that a school district's judgments regulating the mode of student dress are subject to considerable judicial deference and that schools have broad discretion to regulate student speech and conduct. The dress code is considered a permissible regulation of student expression under "forum analysis," that is, the school is not considered a public forum. (RJM)

ED 426 489 EA 029 587

Stuller, W. Stuart
The Conundrum of Academic Freedom.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Freedom; Civil Liberties; *Court Litigation; Elementary Secondary Education; Evidence (Legal); Higher Education; Intellectual Freedom; Legal Responsibility; Teacher Rights

Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Design; Curriculum Development; *Curriculum Enrichment; Educational Theories; Elementary Secondary Education; *Integrated Curriculum; Interdisciplinary Approach
IDENTIFIERS- Curriculum Implementation; *Curriculum Theories; Problem Based Learning

This book offers detailed descriptions of different approaches to curriculum integration and applies them to elementary, middle, and high school settings. Eight chapters in the book include: (1) "What Is Integrated Curriculum and Why Is It Important?" which sets the current context, and, by applying the story model, concludes that education is moving forward with a new vision. This chapter also offers a rationale for why integrated approaches currently offer an ideal teaching approach; (2) "Does Integrated Curriculum Work?" which reviews the available research on the integrated approach to curriculum, and challenges the use of standardized tests to measure the success of these programs; (3) "Creating Multidisciplinary Programs," which emphasizes multidisciplinary approaches that interconnect different subject areas; (4) "Using Interdisciplinary Approaches," which details the differing approaches of Robin Fogarty, Roger Taylor, Heidi Hayes Jacobs, and Lyn Erickson that integrate common themes and emphasize different aspects of curriculum; (5) "Exploring Transdisciplinary Approaches," which presents several transdisciplinary models: problem-based learning, the narrative curriculum developed by Carol Lauritzen and Michael Jaegar, the Story model (Drake et al. 1992), negotiating the curriculum (Boomer, 1992), James Beane's collaborative planning model, and Marion Brady's conceptual framework of reality; (6) "Connecting Standards to Curriculum," which explores how to connect standards to integrated curriculum and analyzes typical standards; (7) "Aligning, Teaching, Learning, and Assessment," which presents the principles of learning embedded in the curriculum innovations described in the previous chapter; and (8) "Overcoming the Obstacles and Finding Success," which identifies potential roadblocks to implementing integrated curriculums and offers solutions. (Contains 183 references and descriptive lists of books, videos, newsletters, and programs.) (RIB)

ED 426 508 EA 029 617

Community Building: Imagining New Models.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 57p.; Theme issue. Printed on colored paper. This journal is covered in CIJE on an article-by-article basis.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Community Services; *Cooperative Programs; Educational Innovation; Elementary Secondary Education; Program Effectiveness; *School Community Programs; *School Community Relationship; School Role

School-community collaborations are partnerships that can take different forms and serve many purposes. An overview of some partnership models is provided in this text. It shows how schools can play a central role in the revitalization of a community by serving as community centers and by fostering school-based enterprises. Ways in which students can be connected to their environment through a program called

Policy and Practice?" (Charles Bruner). (DB)

ED 426 526 EC 306 959

Evaluation Efforts within States and Systems of Care. Chapter 1.
PUB DATE- 96
NOTE- 60p.; In: A System of Care for Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; *Delivery Systems; *Emotional Disturbances; Evaluation Methods; Integrated Services; Intervention; *Mental Disorders; *Mental Health; Program Evaluation; State Legislation; *State Programs; Student Evaluation; Systems Approach; Urban Education

This collection of papers presented at a 1996 conference on children's mental health focuses on program evaluation efforts within states and systems of care. Individual papers have the following titles and authors: (1) "An Overview of State Public Mental Health Programs for Children with a Serious Emotional Disturbance" (Pamela C. Roddy); (2) "A Developmental Analysis of Neighborhood Governance: An Aspect of the Annie E. Casey Mental Health Initiative for Urban Children's Evaluation" (Marvela Gutierrez-Mayka and others); (3) "Promoting Evaluation of Systems of Care: Stakeholder Needs and Technical Assistance Strategies" (Susan Flint and others); (4) "The Comprehensive Services Act: First Year Implementation Assessment" (J. Randy Koch and others); (5) "Access Vermont: A Statewide Evaluation of Non-categorical Service Delivery to Children and Families--Meeting Community Needs, Measuring Outcomes" (Jennifer Taub and others); (6) "Conceptualization and Initial Development of the Ohio Scales" (Benjamin M. Ogles and D. Kevin Gillespie); (7) "Impact of the Child and Adolescent Service System Program in California" (June Madsen Clause and others); (8) "Evaluation of the California Implementation of the Child and Adolescent Service System Program: A Review of Documents" (Karyn L. Dresser and others); (9) "Issues in Implementing a Randomly Assigned Study Design in a Community Setting: Lessons from the Vanderbilt/Stark County Evaluation Project" (Jon Thomas and others); and (10) "Evolutional Changes in a Local System of Care for Severely Emotionally Disturbed Children and Adolescents: The Pendulum Is Swinging (Stanley Mong and others). (Individual papers contain references.) (DB)

ED 426 527 EC 306 960

Financing Strategies of Systems of Care. Chapter 2.
PUB DATE- 96
NOTE- 41p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; *Emotional Disturbances; *Financial Support; Health Maintenance Organizations; Hospitalized Children; Integrated Services; Mental Disorders; *Mental Health; *Program Costs; Residential

Elementary Secondary Education; *Hyperactivity; Intervention; *Outcomes of Treatment; Program Effectiveness

This paper presents an updated review of the empirical literature which examines multimodal forms of treatment for Attention Deficit Hyperactivity Disorder (ADHD). Multimodal treatment typically involves some combination of psychostimulant medication, behavior modification, and cognitive training. Results of studies were grouped into three categories: medication plus behavior modification, medication plus cognitive training, and other treatment combinations. Studies most often used clinical outpatient populations, and interventions were implemented by clinicians, parents, and/or teachers. Findings indicate that: (1) for many children, stimulant medication, along or in combination with behavior modification and/or cognitive training, appears to improve behavior at home and school and contribute to improvements in academic achievement; (2) behavior modification appears to be effective in improving children's behavior in the specific situations where it is utilized, but when combined with stimulant medication does not appear to add additional benefit beyond that offered by the medication; (3) cognitive training does not appear to significantly improve the behavior of ADHD children; and (4) for some children, combining a low does of stimulant medication with a behavior modification intervention appears to facilitate the same level of behavior improvement as a high does of stimulant medication alone. (Contains 38 references.) (CR)

ED 426 547 EC 306 983

Lillie, Timothy
What Research Says about Communicating with Parents of Children with Disabilities and What Teachers Should Know.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Convention of the Ohio Federation Council for Exceptional Children (46th, November 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Individualized Education Programs; Interpersonal Communication; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; *Research and Development; Student Development; Student Educational Objectives; *Theory Practice Relationship

This paper summarizes the research literature on the best ways for teachers to communicate with parents of children with disabilities. The relatively scanty empirical research suggests that what actually works with parents is not always what teachers expect. Findings suggest that research-tested methods of communication with parents of children with or without disabilities center around the following: (1) frequency (communication ought to be relatively frequent); (2) methods (effective communication may involve several methods including newsletters, telephone conversations, etc.); (3) content (communication content should focus on the child's progress and exactly how parents can help their child learn); (4) process (communication is ongoing and sometimes requires longer, rather

Grants; Knowledge Base for Teaching; Preschool Education; Professional Development; Program Descriptions; Research and Development; *Special Education; *State Programs; Systems Approach; Technical Assistance; Theory Practice Relationship; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act; *Office of Special Education Programs

This five-volume directory describes almost 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into five sections representing the seven program areas of the newly reauthorized Individuals with Disabilities Education Act (IDEA), Part D. This volume, the fifth of the directory, describes projects designed to assist state educational agencies and their partners in enhancing educational results for children with disabilities by reforming and improving their systems for providing educational, early intervention, and transitional services, including their systems for professional development, technical assistance, and dissemination of knowledge about best practices. The projects are grouped by the competitions under which they were funded and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract describes the project's purposes, proposed methods, and proposed products. Four indexes are provided: a project director index, an organizational index, a state index, and a subject index. (CR)

ED 426 566 EC 307 020

Meijer, Cor J. W., Ed.
Integration in Europe: Provision for Pupils with Special Education Needs. Trends in 14 European Countries.
PUB DATE- 98
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Comparative Education; Cross Cultural Studies; Curriculum; *Disabilities; *Educational Legislation; Elementary Secondary Education; Foreign Countries; Incidence; *Inclusive Schools; Parent Attitudes; Regular and Special Education Relationship; Research Methodology; *Special Education; *Student Placement; Teacher Attitudes; Teacher Education
IDENTIFIERS- *Europe

This report describes how different European countries deal with the issues and practicalities surrounding their efforts to integrate pupils with special education needs. More specifically, it focuses upon the current "state of the art" in school integration policies and practices in Austria, Belgium, Denmark, England and Wales, Finland, France, Germany, Greece, Italy, Holland, Norway, Portugal, Spain, and Sweden. Beginning chapters explain the framework and methodology of the research and provide descriptions of the individual countries. The book then analyzes definitions and assessment of pupils with special needs, the number of pupils with special education needs, curriculum and teaching in relationship to special educational needs, the role of special schools, parents and attitudes in society, and barriers to integration. Results of the study indicate: (1) there is a clear development toward the transformation of special schools into resource centers; (2) every country has already implemented, or is implementing, policies that will make integrative education possible; (3) the literature, motivations in learning and teaching second languages, American attitudes, Quebec attitudes, and the sociocultural components of second language literature teaching methods. The second part of the paper focuses on analysis of two contemporary literary excerpts (one French, one Canadian) on the same theme that illustrate the value of literary texts in teaching sociocultural competence. The two texts are appended. (Contains 52 references.) (MSE)

ED 426 589 FL 025 185

Curnow, Maureen Cheney
Notes on the Changing Nature of Popular French.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diachronic Linguistics; *French; Language Usage; *Language Variation; Linguistic Borrowing; Morphology (Languages); *Phonology; *Popular Culture; Pronunciation; *Puns; Spelling; Technological Advancement; *Vocabulary
IDENTIFIERS- *Neologism

This paper provides examples of a variety of phonological, orthographical, and morphological changes in current popular French are noted. They include: dropping of silent vowels in spelling, particularly in advertising and product names; changes in the pronunciation of vowels due to manipulation for product names; combinations of otherwise unrelated words in product names; changes in spelling for the benefit of style in advertising; letters and numbers used to represent words; reduction of words to representative initials; neologisms; nouns used as verbs, but without verb endings; Anglicisms adapted for French slang; reversal of syllables to make new words; new descriptive words for technological advancements; and use of colors to define concepts. (MSE)

ED 426 590 FL 025 414

Tella, Seppo
An "Uneasy Alliance" of Media Education and Multiculturalism, with a View to Foreign Language Learning Methodology. OLE Publications 4.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Cross Cultural Training; Distance Education; *Educational Technology; Educational Trends; Foreign Countries; Information Networks; *Multicultural Education; *Multimedia Instruction; *Second Language Instruction; Second Languages; Teaching Methods; Trend Analysis

This booklet discusses the growing interrelationship between multicultural education and technologically defined media education. First, literature on multicultural education is reviewed, and five separate approaches are identified: human relations; teaching the culturally different; cultural democracy; single-group studies; and multicultural and social reconstructionist education. Next, varieties of media-based instruction are examined: computer-based education; network-community. Practices facilitating access were found to include daily use of choral speech (poems, chants, series of items), songs, and rhymes. Practices blocking access included teacher-led "discussion" using the inquiry-response-evaluation method and small-group discussions in which classroom hierarchy and talk conventions are strictly enforced and which appear to inhibit interaction. Excerpts of classroom conversation are offered as illustration. (MSE)

ED 426 613 FL 025 658

Geiss, Patricia A.; Mayer, Rose
Improving Listening Skills.
PUB DATE- 98
NOTE- 56p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Classroom Communication; *Classroom Environment; Classroom Techniques; Instructional Effectiveness; Intermediate Grades; *Learning Strategies; Listening Comprehension; *Listening Skills; Middle Schools; Program Descriptions; Second Language Instruction; Second Language Learning; Secondary Education; Skill Development; *Spanish

This report describes a program for improving listening skills, lack of which interferes with second language acquisition. The targeted population was first- and second-year Spanish students in one middle school and one high school. Intervention over 15 weeks included changes in the classroom environment (desk arrangement, improved lighting, creation of a visual-spatial environment conducive to listening, effective rules for class management, functional equipment for listening comprehension activities) and classroom instruction in effective listening skills, including both teacher strategies (modeling effective listening, minimizing teacher-dominated talk, varying the speaker, using cooperative groups, giving clear directions, using timing to enhance listening, discussing bias/prejudice in listening, using short listening periods throughout class) and student learning strategies (discussing attitudes about listening, working in cooperative groups, blocking out external distractions, asking clarifying questions and paraphrasing, thinking and using self-discipline techniques before responding). Results indicate improved student listening skills and understanding of content. (Contains 21 references. (MSE)

ED 426 614 FL 025 659

Tebble, Helen
Medical Interpreting: Improving Communication with Your Patients.
PUB DATE- 98
NOTE- 67p.; Accompanying videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; *Communication Skills; Consultants; Contracts; Employer Employee Relationship; English; Ethics; Foreign Countries; Helping Relationship; Information Seeking; Interpersonal Communication; Interpersonal Competence; *Interpreters; *Interpretive Skills; Interviews; Language Role;

PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Attitudes; *Distance Education; Educational Attitudes; Feedback; *Graduate Students; Higher Education; Second Language Instruction; *Student Attitudes; World Wide Web

This case study examined student perspectives in regard to a Web-based distance education graduate course in language education at a major university in the United States. Data were obtained from the six students enrolled in the course through observation by the instructor, interviews, and review of course documents and assignments. Four of the students reported only minimal experience with computers, and two were international students. It was found that student frustrations with the course could be grouped into three categories: lack of prompt feedback, ambiguous instructions on the Web, and technical problems. Students also reported feeling overwhelmed by the number of e-mail messages they were required to read and reply to in regard to the course. It is concluded that the students' frustrations in the course inhibited their educational opportunity. (Contains 59 references.) (MDM)

ED 426 634 HE 031 715

Johnson, Helene
How To Promote Leadership and Participation in the Process of Periodic Programme Evaluation: Lessons Learned from Evaluation Practice in Higher Education in Quebec.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Diego, CA, November 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Evaluation Methods; Foreign Countries; Higher Education; *Leadership; *Leadership Qualities; *Participation; *Program Evaluation; Role; Success; *Universities
IDENTIFIERS- Laval University (Canada); Quebec

This paper discusses the style of leadership required in an evaluation process as well as the conditions under which the participation of various groups of evaluation users may be ensured, using examples from higher education in Quebec (Canada). It reviews the organization and evaluation of higher education institutions in the province, providing specific information on program evaluation at Laval University. The paper then reviews conditions favoring evaluation success, including institutional commitment, clear definitions of roles and responsibilities, clarification of what is at stake in regard to the evaluation process, the cooperation of those involved in the evaluation, promptness in the completion of the evaluation, and the importance of professional help and support services. It is concluded that if participation in the evaluation process is to be effective, shared leadership must be carried out during all stages of the evaluation process. It is argued that this type of leadership emerges in response to

(MN)

ED 426 192 CE 077 614

Customer Service Training. New Paradigm for Effective Workforce Skills. Employee Guide and Supervisor's Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; *Allied Health Occupations Education; Case Studies; Communication Skills; *Conflict Resolution; Corporate Education; Employer Employee Relationship; *Interpersonal Competence; Learning Activities; Listening Skills; Nonverbal Communication; *On the Job Training; *Problem Solving; Role Playing; *Supervisory Training; Verbal Communication; Workplace Literacy
IDENTIFIERS- *Customer Services

These two documents are part of the customer service training program provided to employees of a large metropolitan hospital. The first manual contains customer service training activities for the hospital's dietary aides, cashiers, patient service representatives, and parking attendants. The activities are organized in three sections as follows: understanding customers (behavior choices, tips for assertive behavior, internal and external customers, best and worst experiences as a customer, tips to improve customer service); communicating with customers (verbal communication, listening, nonverbal communication, questioning, using communication tools); and finding solutions on the job (resolving conflict, case studies, customer service tools, seven practical steps to customer problem-solving). Concluding the manual are four sets of job-specific tools for dealing with difficult customers. The second manual, which is designed for supervisors in the hospital's dispatch department, contains all the activities included in the first manual plus activities dealing with the following topics: interpreting body language, "I" and "you" messages, and accommodating other listening styles; giving and receiving criticism (types of criticism, reactions to criticism, techniques for receiving criticism); and dealing with difficult employees (techniques for dealing with difficult employees and transforming their gripes to goals). (MN)

ED 426 193 CE 077 616

Communication I--Oral. New Paradigm for Effective Workforce Skills.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Check Lists; *Communication Skills; Community Colleges; *Criticism; *Education Work Relationship; Learning Activities; Partnerships in Education;

English proficiency, including seamstresses, steam pressers, button-hole makers, hem operators, finishers, sample makers, markers and cutters, forepersons, and office workers. Data collection procedures consisted of face-to-face and telephone interviews with project administration and staff, class observations, face-to-face student interviews, student files, and a review of project materials. Findings indicated the following: 551 students were trained onsite during the 3-year funding period; thousands were actively involved in radio and television broadcast training, as shown by their submitting activities and exams from the accompanying materials by mail to CMP; and the program developed 100 radio broadcast lessons available on audiotapes with 2 companion booklets; 27 television broadcast lessons available on videotape with accompanying materials; 6 computer lessons with instruction booklets; curriculum guide; classroom visual aids; and assessment instruments. The project established relationships with the local Chinese community, local labor unions, and local employers. (Appendixes include instruments.) (YLB)

ED 426 211 CE 077 802

Roper, Richard W.
A Shifting Landscape: Contracting for Welfare Services in New Jersey. Rockefeller Reports.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Agency Cooperation; Agency Role; Change Strategies; Federal Legislation; Organizational Change; *Private Agencies; *Privatization; *Public Agencies; State Legislation; State Programs; Statewide Planning; *Welfare Services
IDENTIFIERS- New Jersey; *Welfare Reform

This report explains how welfare reform in New Jersey has served as an occasion for attempts to restructure the relations between public agencies and private service providers, and that these attempts raise important questions about who will and ought to play a part in the state's welfare programs. The historical context for privatization has changed: federal and state welfare reforms have brought new expectations and demands. Reliance on private agencies for welfare-related services began in the early 1970s when the major problem was spending federal money quickly. The private sector was more adept than government agencies at rapidly expanding their service capacity to meet new needs and use new resources. Later reforms of the contracting process sought to rein in this system and increase its financial accountability. Uncertainties of the state budget process strongly encouraged reliance on stable relationships between contractors and public agencies and on informal understandings to ensure continuity in service provision. Counties did not develop staff and administrative capacity to conduct extensive oversight of contractors' performance. The Whitman Administration's predisposition to privatization increased after enactment of Work First New Jersey, the state's new welfare program. The Administration sought to establish a system that was more accountable for performance, less fragmented or specialized, and offered greater diversity in agencies receiving grants. These objectives were not easy to implement because accountability demands considerable data collection and management capability participated in continuing training during the previous 3 years. Many employees kept their qualifications up to date through incidental learning (including learning by solving problems individually or with colleagues, asking for help from experienced colleagues, and learning under the boss or an experienced worker). (Contains 18 tables/figures) (MN)

ED 426 231 CE 077 865

Workshops in the Workplace. A Business Education Partnership. November 1, 1994-January 31, 1998. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Basic Skills; Critical Thinking; Curriculum Development; Education Work Relationship; English (Second Language); *Integrated Activities; *Literacy Education; Partnerships in Education; Problem Solving; School Business Relationship; Team Training; *Workplace Literacy

This document consists of the final report and evaluation report of the Workshops in the Workplace, a workplace education program that was a business education partnership. The final report describes the following: the partners--three manufacturing firms and a medical facility; the areas addressed--workplace education as a second language, problem solving/critical thinking, job-specific reading/writing/math, and team building; and the training: 2-hour blocks of "hands-on" workshops facilitated by professionals assisted by paraprofessionals; and the curricula designed for each partner based upon literacy audits, task analyses, worker input, and management interviews. This report also lists project publications and dissemination activities. The summative, independent evaluation report describes each workplace and its training, publications, and outcomes. These workplaces are evaluated: Bronx Lebanon Hospital Center; Cox & Company; Farberware; and Kruysman Corp. The next section discusses issues and makes recommendations for future direction in relation to integration of literacy activities; assessment; and training the trainer. In the conclusion, the evaluator comments on these workplace literacy issues: who gets ongoing professional development and/or training; who is responsible for employee development; the workplace as a social setting and context for literacy development; and the importance and feasibility of ongoing support in workplaces for literacy development. (YLB)

ED 426 232 CE 077 876

Gow, Kathryn M.
A University for the Rural Poor in the Third World.
PUB DATE- 99
NOTE- 17p.; Paper presented at the International Conference of World Education Fellowship (40th, Launceston, Tasmania, Australia, December 30, 1998-January 4, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Developing Nations;

environment by using work-related instructional materials. The remainder of the document consists of course overviews and curriculum excerpts for the courses, which range in length from 1 to 10.5 hours and cover the following topics: listing from the written amount; new hire reading; new hire math; problem solving and decision making; writing log entries; business writing; performance appraisal writing; reading outlines for success; charts and tables; math for check filing; automated teller machine balancing; place value; telephone usage, mail investigation, and mail sorting; unlocking lockboxes; participating in the performance management process; and evaluating employees' performance. The following are provided for each course: lesson plan listing the course's audience, goal, and competencies taught; student handout, learning activities, and assessment instrument. (MN)

ED 426 249 CE 077 927

Casco Bay Partnership for Workplace Education. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 32p.; Product of the Casco Bay Partnership for Workplace Education. For other "Casco Bay Partnership for Workplace Education" documents, see CE 077 843-844, CE 077 846, and CE 077 859.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; Communication Skills; Computer Literacy; Computer Uses in Education; Curriculum Development; Demonstration Programs; English (Second Language); *Literacy Education; Mathematics Skills; On the Job Training; Outcomes of Education; *Partnerships in Education; Program Effectiveness; *Regional Programs; *School Business Relationship; Supervisory Training; *Workplace Literacy
IDENTIFIERS- University of Southern Maine

The Casco Bay Partnership includes the University of Southern Maine (USM) and seven businesses in greater Portland, Maine, that range from large multinational corporations to small, family-owned businesses. During a 3-year project funded by a National Workplace Literacy Program grant, the partnership designed and delivered workplace basic skills instruction to 2,399 frontline workers and their immediate supervisors at the 7 businesses. All instructional programs were developed with input and direction from representative employee teams. Worker participation in the courses was voluntary, and participants received company-paid financial incentives for successful course completions. The course offerings, which varied from site to site, were customized to workers' needs and used an adult learning model as the basis for instruction. Skill areas covered in the courses included literacy and reading/writing, English for speakers of other languages, interpersonal communication, mathematics, and computers as learning tools. The onsite programs were credited with boosting employees' skills, self-esteem, confidence, job/career advancement, and rates of enrollment in continuing education and/or technical training. Thanks to their association with USM, participating businesses developed a more productive work force and a better understanding of how adult learning models can be integrated into company operations. (Twenty-eight project products/documents are listed.) (MN)

Philippi, Jorie W.
Essential Skills for the Care Team. External Evaluation Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 98
NOTE- 412p.; For other "Essential Skills for the Care Team" reports, see ED 419 937-938.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Curriculum Development; Demonstration Programs; Educational Objectives; Educational Practices; *Functional Literacy; *Geriatrics; *Health Personnel; Home Health Aides; Instructional Design; Instructional Materials; *Literacy Education; Models; Nurses Aides; Program Effectiveness; Skill Development; *Workplace Literacy
IDENTIFIERS- Elder Care

The Professional Development Program (PDP) of Rockefeller College of the State University of New York, in partnership with the Eddy/Northeast Health of Troy, New York, conducted a 3-year demonstration project to provide and foster institutionalization of a functionally contextual workplace literacy curriculum and training program to upgrade the basic skills of paraprofessional health care workers in geriatric institutions. Data collected during extensive onsite investigations and job analyses were used to develop a three-stage workplace literacy intervention consisting of the following: learning strategies workshop; 17-hour program devoted to easing into the job of certified nursing assistant; and 20-hour program devoted to new directions in customer service. In all, 1,452 trainees and employees of Eddy/Northeast Health participated in the program. An external evaluator, Performance Plus Learning Consultants, Inc. (PPLC), was hired to evaluate the demonstration program's effectiveness. The PDP-Eddy/Northeast Health workplace literacy program model for eldercare workers was determined to be effective for the project's specific context, and its instructional design and materials were deemed transportable across the industry. (Appendixes constituting approximately two-thirds of the document contain pre- and postassessment data; PPLC and PDP/Eddy data collection instruments; and U.S. Department of Education data collection instruments.) (MN)

ED 426 267 CE 077 952

Moran, Sarah
Guide to Effective Program Practices. Worker Education Program Staff Development Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 170p.; For "Worker Education Program" guides, see CE 077 934 and CE 077 953.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Basic Skills; Competency Based Education; Cooperative Planning; Curriculum Development; Educational Cooperation; *Educational Practices; Employer

social and behavioral skills and to continuing training (including self-training). (Contains 22 references and 22 tables.) (MN)

ED 426 284 CE 077 989

Allen, Lili; DiBona, Natanya; Reilly, Michael Chavez
A Guide to Involving English Language Learners in School to Career Initiatives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Career Education; *Education Work Relationship; *English (Second Language); High School Equivalency Programs; Integrated Curriculum; *Limited English Speaking; *Second Language Instruction; *Vocational Education; *Work Experience Programs

This guidebook provides suggestions and directions for increasing and improving English language learners' involvement in school-to-career initiatives across the country. It describes model career initiatives that either target or include significant numbers of English language learners, and it analyzes some school restructuring issues raised by the research conducted for this book. Chapter 1 presents a typical school-to-career program design and describes the benefits for English language learners. It explains some of the challenges that arise when involving English language learners in school-to-career initiatives and offers possible solutions. Chapter 2 provides case studies of internships, community service learning, project-based learning, and job shadowing programs that are organized around the needs of English language learners. Chapter 3 focuses on school restructuring issues, providing several examples. Chapter 4 discusses next steps for practitioners who seek to integrate English language learners into school-to-career programs. Three appendices contain the following: (1) discussion of education for English language learners; (2) glossary; and (3) list of people interviewed. (Contains 12 references.) (KC)

ED 426 285 CE 077 990

Moore, Mary T.; Myers, David; Silva, Tim; Alamprese, Judity A.
Addressing Literacy Needs at Work: Implementation and Impact of Workplace Literacy Programs. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 193p.; For the "Profile" report, see ED 415 401.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Case Studies; Data Collection; Demonstration Programs; Education Work Relationship; Educational Practices; *Literacy Education; Models; National Surveys; *Outcomes of Education; Partnerships in Education; Program Effectiveness; Program Implementation; Questionnaires; Research Methodology; School Business Relationship; Summative Evaluation; *Workplace Literacy
IDENTIFIERS- Impact Studies; *National Workplace Literacy Program

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Estimation (Mathematics); Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; *Mathematics Skills; *Numeracy; Pretests Posttests; Skill Development; *Statistical Analysis; *Statistics; Teaching Guides; *Workplace Literacy
IDENTIFIERS- *Statistical Process Control

This instructor's manual for workplace trainers contains the materials required to conduct a course in pre-statistical process control. The course consists of six lessons for workers and two lessons for supervisors that discuss the following: concepts taught in the six lessons; workers' progress in the individual lessons; and strategies for helping workers continue to develop the skills taught in the course. The following materials are provided: lesson plan, learning activities based on real-life situations, handouts, assessments (including pretests and posttests), and transparencies. Each lesson plan contains objectives, a list of materials needed, classroom setup information, and detailed instructions for conducting all activities. Lessons cover the following topics: learning and working together; arithmetic review; decimals and percentages; descriptive statistics; basic statistics; and control charts. (MN)

ED 426 304 CE 078 639

English as a Second Language: Improving Basic Skills. JobLink Winning at Work Instructor's Manual, Module 4.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 742p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Behavioral Objectives; Curriculum Guides; Demonstration Programs; *Education Work Relationship; *English (Second Language); Functional Literacy; Learning Activities; Learning Modules; Lesson Plans; Limited English Speaking; *Literacy Education; Program Effectiveness; Skill Development; Supervisory Training; Teaching Guides; *Workplace Literacy

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. This module is intended to meet the learning needs of production workers by focusing on improving basic skills in English as a second language. Throughout the module's 24 lessons, which can be used to create a 36-hour training program, students are given many opportunities to practice newly developed skills such as the following: finding the correct information; identifying how to communicate and cooperate effectively in a group; reporting job-related information; locating the main idea in a paragraph; finding important facts and details; understanding sequence of events; understanding the importance of completely reading directions before beginning a task; understanding and properly using ordering words; accurately recounting step-by-step directions; using expressions to help request, give, and clarify directions; using chronological order to write step-by-step directions; utilizing correct prepositions while following reputation. A step-by-step guide for applying narrative counseling in school settings is provided. The ways in which children get labeled in schools and the effects of these labels are discussed; the problem of a reputation that precedes the "troublemaker" at school is addressed. Techniques for dealing with "problematic talk" and providing a "redescription" are provided. Conversations with kids who are "in trouble" are modeled; specific situations such as stealing, abusive behavior, truancy, and enrolling a new student are covered. The last section addresses working with groups, classes, communities, and the narrative climate in the school. A reading list, glossary, and references are included. (EMK)

ED 426 324 CG 029 000

Kottler, Jeffrey A.; McEwan, Elaine K.
Counseling Tips for Elementary School Principals.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Helping Relationship; Interpersonal Communication; Interpersonal Relationship; Intervention; Leadership; *Principals; Referral; *School Counseling

This book suggests that a crucial part of becoming an effective instructional leader is the development of positive relationships with students, staff, and parents. The principal's mission, need for counseling skills, and roles as facilitator and manager are discussed. Life inside the school involves being able to quickly assess many types of problems and determine what referral should be made. Critical signs and brief information are provided on 14 groups of mental health disorders. The process of helping, specifically an integrative approach to counseling, and the applications of helping skills by principals are discussed. The skills of helping, such as listening, empathic resonance, questioning, reflecting feelings, goal setting, problem solving, reframing, cognitive restructuring, confrontation, and encouragement are discussed. Process-oriented helping strategies for use with groups of children and adults, and skills for use in parent conferences including "ways to be" and "things to do" are presented. "Consulting Effectively with Other Professionals" covers the skills of consulting and using consultants. This book can be used as a resource text within a training program for principals or for professional development. (EMK)

ED 426 325 CG 029 003

McKinney, Kristen J.
Hindering Health? The Influence of Health Service Organization on the Delivery of Care for Eating Disorders in a University Setting.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Association for the Study of Higher Education Conference (Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

IDENTIFIERS- Student Engagement

This paper responds to the complaints of several content area teachers that their students are not reading on grade level, and therefore are not able to engage in classroom activities. The paper is divided into two sections: the first section discusses research, effective instructional strategies, and steps to remedy the problem for working with low-level reading ability students in content area classes; and the second section discusses the special reading skills needed for content area subjects and provides lesson plans for teachers to work more effectively in helping at-risk students become more successfully engaged in classroom activities. The paper contains many illustrations of suggested activities for high school language arts and social studies classes. Contains 12 references. (NKA)

ED 426 345 CS 013 354

DiChiara, Larry E.
Effective Reading Instruction: Shattering the Myth.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Classroom Techniques; Educational Theories; Elementary Secondary Education; English Curriculum; Instructional Improvement; *Language Arts; Learning Strategies; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Skills; Student Development; Teaching Methods
IDENTIFIERS- *Direct Instruction

This paper examines the mindset of educators regarding reading instruction and attempts to raise consciousness as to how reading can be better taught in United States schools. It calls for the need to go beyond the status quo and to allow for an honest, critical evaluation of the effectiveness (or ineffectiveness) of current instructional practices. It identifies key concepts and strategies that research indicates are necessary for a successful Language Arts program and for the transfer of certain skills to all students. A sense of urgency is expressed in order to illustrate the need for expedience in identifying students who are experiencing reading problems and, more importantly, in identifying the instructional practices that are the root cause of these problems. In addition, the need for quality assurance in our schools is upheld and expounded upon. The components and underlying beliefs of Direct Instruction (DI) are described as well as an overview of a DI program. The paper makes recommendations for adopting DI as a purposeful step toward increasing quality assurance in classrooms and providing teachers with the necessary tools and training to implement an effective Language Arts program. (Contains 8 references.) (Author/CR)

ED 426 346 CS 013 355

Best Ideas for Reading from America's Blue Ribbon Schools: What Award-Winning Elementary and Middle School Principals Do.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Florida; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Florida, 2,767 students in 110 public schools were assessed. This report describes the reading proficiency of Florida fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Florida on the NAEP reading scale was 209 compared to 216 nationwide. (SR)

ED 426 363 CS 013 372

NAEP 1992 Reading State Report for Georgia. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Georgia; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Missouri on the NAEP reading scale was 221 compared to 216 nationwide. (CR)

ED 426 377   CS 013 386

NAEP 1992 Reading State Report for Nebraska. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Nebraska; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Nebraska, 2,393 students in 121 public schools were assessed. This report describes the reading proficiency of Nebraska fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Utah on the NAEP reading scale was 222 compared to 216 nationwide. (CR)

ED 426 392   CS 013 401

NAEP 1992 Reading State Report for Virginia. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Virginia, 2,786 students in 113 public schools were assessed. This report describes the reading proficiency of Virginia fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, difficulties. Furthermore, they can hide relevant information harmful to the writer's position. They contribute to coherence and lexical density but present special problems for second language learners. Tabulations of nearly 2,400 nominalizations in five morphological patterns show varying proportions in the opening paragraphs of 216 articles in a wide range of current periodicals as well as in compositions by first-year students in a community college. The use of nominalizations raises questions for education, for government publications, and also for some forward-looking scientists. (Contains a table of data and 18 references.) (Author/NKA)

ED 426 412 CS 216 568

Wakefield, John F.
Developing Textbooks That Teach: A Problem-Solving Model of Textbook Design.
PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Meeting of Text and Academic Authors (Las Vegas, NV, June 17-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Models; Planning; Problem Solving; *Textbook Preparation; *Textbooks; Vertical Organization; *Writing Processes
IDENTIFIERS- Learnability Theory; *Text Factors; *Textbook Design

What are textbooks that teach? How can they help solve pedagogical problems? How can their pedagogical design be improved? These questions were used to develop a problem-solving model of textbook design. Textbooks that teach evoke learner activities designed to achieve contemporary cognitive goals. Suggestions for using textbooks to help solve contemporary pedagogical problems are hierarchical, ranging from those which require elementary to complex authoring skills. An author can use this hierarchy to guide efforts to develop a textbook that teaches. Development can further be enhanced by approaching the task as an ill-structured problem. Composing a text calls for planning to write, translating ideas into sentences, and reviewing text. During planning, an author should use goals and objectives to structure text according both to the discipline and to the learning activity in which the reader is to engage. During translating, an author should implement the writing plan reflectively rather than mechanically. During review, an author should obtain both expert appraisal of content and student feedback about learnability, prior to revision. General principles such as these are more appropriate than specific guidelines for solving the problem of "developing a textbook that teaches." (Contains 60 references, 1 table, and 3 figures.) (Author/NKA)

ED 426 413 CS 216 569

Young, Josephine Peyton
Critical Literacy: Young Adolescent Boys Talk about Masculinities within a Homeschooling Context.
PUB DATE- 98
NOTE- 31p.; Paper submitted to the National Reading Conference Yearbook.
LANGUAGE- English

Professors spend a great deal of time doing research and teaching people about research. Public misunderstanding of the research responsibilities of faculty members constitutes a serious public relations problem for universities, for the profession as a whole, and for communication scholars in particular. Public relations scholars need to begin cultivating mutually advantageous relationships with key publics. The academic discipline of communication should do more than accurately describe professional practice. It should also reflect on and critique existing communication practices, in order to improve practice. University, faculty, and students are a valuable yet often underused resource when it comes to aiding community problem solving and innovation. In particular, applied research might help local institutions become more effective and more responsive to their stakeholders. Engaging students in applied research may serve as one of the best tools for recruiting students to go on to graduate school and pursue academic careers. It also might help make better connections with communication professionals in public relations, journalism, and advertising. Turning toward more applied research holds the promise of invigorating teaching and research in public relations. (Contains 6 references.) (CR)

ED 426 433 CS 509 968

Coumbe, Matthew J.; Sellnow, Timothy L.
Experiential Teacher as Ethicist: A Case Study in Teaching Research Methods.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Experiential Learning; Graduate Study; Higher Education; *Organizational Communication; *Qualitative Research; *Research Methodology; Student Projects; Team Teaching
IDENTIFIERS- *Applied Communication; *Communication Ethics; North Dakota State University

The objective of a graduate course at North Dakota State University was to move students beyond a prescriptive approach for conducting qualitative research to a holistic consideration of the ethical dimensions involved in qualitative methods. Successive discussions allowed students the opportunity to fully consider ethics in a multi-faceted framework, rather than relegate ethics to a superimposed criterion. The team-taught graduate seminar focused on three elements: a survey of qualitative methods for analyzing organizational communication; an experiential learning project involving a communication audit at a large hospital; and a detailed discussion of ethical considerations in organizational communication. This multi-faceted approach enabled the teaching of methodologies in an applied dimension; the applied nature made ethics an integral component of the students' learning. A discussion of ethical concepts and issues was a major component of every class session. Students were required to discuss the ethics surrounding each decision they made when selecting and applying the research methods they used in the hospital audit. Students were asked to defend the ethics of their decisions in a final paper and two exams. Ultimately, the students were able to

(055),Journal Articles (080)
DESCRIPTORS- Academic Standards; *Accountability; Educational Change; Elementary Secondary Education; Outcomes of Education; *Politics of Education; School Policy; *Standardized Tests

Recent battles over proposed national testing programs do not tell the important political story about high-stakes tests. An overview of the politics of school-accountability systems is offered in this World Wide Web journal article. Politically popular, school-accountability systems in many states already revolve around statistical results of testing with high-stakes environments, meaning that the future of high-stakes tests does not depend on what happens in Washington. Rather, the existence of tests depends largely on the political culture of published test results. Most critics of high-stakes testing do not talk about that culture. They typically focus on the "practice legacy" of testing, and the ways in which testing creates perverse incentives against good teaching. More important may be the "political legacy," or how testing defines legitimate discussion about school politics. The consequence of statistical accountability systems will be the narrowing of purpose for schools, impatience with reform, and the continuing erosion of political support for publicly funded schools. Dissent from the high-stakes accountability regime that has developed around standardized testing, including proposals for professionalism and performance assessment, commonly fails to consider these political legacies. Alternatives to standardized testing that do not also connect schooling with the public at large will be politically unviable. (Author/RJM)

ED 426 452 EA 029 492

Finnan, Christine; Levin, Henry M.
Using School Culture To Bring Vision to Life.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Change Strategies; Educational Change; *Educational Environment; Elementary Secondary Education; Expectation; Objectives; *School Culture
IDENTIFIERS- Accelerated Schools

The concept and the features of school culture at the local, school-building level and the culture of schooling as a societal construct are explored. The text discusses the components of school culture that must be examined for a school to reach its vision. It focuses on how the Accelerated Schools Project (ASP) philosophy and process facilitate this school-culture change. The culture of schooling is conservative and resistant to change because it exists primarily at an abstract, generalized level. This culture of schooling creates and perpetuates images that people call forth when they think of education, schools, and schooling. Conversely, the culture of individual schools is more amenable to change and must accommodate a continuous influx of new people. Five critical components shape a school's culture: expectations for children; children's expectations for their own school experience; expectations for adults; beliefs and assumptions about acceptable educational practices; and desirability of change. This paper asserts that schools employing the ASP philosophy must change the assumptions in these five components and be

Content Standards.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Change Strategies; Curriculum Design; *Curriculum Development; Educational Change; Elementary Education; Higher Education; Instructional Materials; *State Standards
IDENTIFIERS- *Curriculum Standards; University of Oregon

The University of Oregon (UO) and Captain Robert Gray Elementary School formed a partnership where UO students used the elementary school as a case study for curriculum research. This document gives an overview of the 7-step process the students used to align the school's curriculum with Oregon's content and performance standards. The text opens with what curriculum aligners need to get started and provides information on the content standards timeline, the Oregon statewide assessment system, scoring guides, and the state-test schedule. The booklet then outlines the step-by-step process of curriculum alignment. These steps are: (1) "collect your school's Oregon statewide assessment data"; (2) "chart your school's assessment data by content-standard strand"; (3) analyze the data; (4) write a school-improvement goal and develop activities to carry out that goal based on analysis of the data; (5) develop content-standard strand booklets for each content-standard strand; (6) map content-standard strand by month; and (7) align textbook and other teacher resources using a month-by-month curriculum map. After teachers have completed the process, they can begin to compare their curriculum maps with those of other teachers. The activity should occur across grade levels and even across school levels. A statistics and probability chart and curriculum mapping form are included. (RJM)

ED 426 471 EA 029 561

Hardin, Dawn T.
What Do Superintendents Think about Principalship Preparation Curriculum?
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Administrator Effectiveness; *Curriculum Development; Elementary Secondary Education; Higher Education; *Principals; Professional Development; School Administration; Superintendents

Since superintendents are keenly aware of the strengths and weaknesses of active principals, an investigation was conducted of principalship-preparation curricular needs, as determined by superintendents. The subjects included superintendents from 64 parish-school districts and two city-school districts in Louisiana. The survey instrument consisted of a principalship-preparation program course list, and superintendents were asked to select 12 courses that they believed would represent the

IDENTIFIERS- First Amendment; Supreme Court

This article provides an overview of court cases that affect the curricular speech of teachers. Despite the large number of cases, the law governing speech in the schools is anything but settled. Courts disagree as to the analytical framework that should be applied to such claims, although most courts use the standard articulated by the Supreme Court's "Hazelwood" decision, which states that school officials may regulate the classroom speech of teachers so long as those regulations are reasonably related to legitimate pedagogical concerns. High school curricular-speech cases began to appear shortly after the Supreme Court struck down a law that required university professors to sign loyalty oaths. Most court rulings on teachers' speech have been connected to "Hazelwood," though the courts have not applied "Hazelwood" with any measure of consistency. Nevertheless, many school districts use the "Hazelwood" case in defense since it creates a standard deferential to school officials. School lawyers also may draw on cases to claim that a teacher's speech is not a matter of public concern, and thus beyond the First Amendment. Context and definition are major concerns in these cases, as is the issue of due process. (RJM)

ED 426 490 EA 029 590

Massell, Diane
State Strategies for Building Capacity in Education: Progress and Continuing Challenges. CPRE Research Report Series RR-41.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Elementary Secondary Education; Instructional Effectiveness; Instructional Improvement; *State Programs; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- *Capacity Building; *State Capacity Building Program

Recognizing that clear standards and strong incentives alone are not sufficient to transform teaching, policymakers now discuss "capacity-building" strategies. An examination of capacity-building strategies in eight states is provided in this report. Capacity refers to the wherewithal needed to translate high standards and incentives into effective instruction and strong student performance. The eight states--California, Colorado, Florida, Kentucky, Maryland, Michigan, Minnesota, and Texas--represent various approaches to systemic improvement. Key questions in the text include: What are common patterns in the ways states currently build capacity for education reform? and What are promising directions that emerge from these policy strategies? For the study, a research team visited each state during the 1996-97 academic year and used structured interview questions to talk with approximately 19 policymakers in each state. The interviews were supplemented with background documents. Findings show that all eight states addressed four common areas of capacity, albeit with different degrees of emphasis: building external infrastructure to provide professional development and technical assistance, setting professional development and training standards, providing curriculum materials, and organizing and allocating resources. The strategies reflect the approaches underlying current standards-based reform and indicate that policy ideas do

Discovery Team, an educational initiative that allows students to explore the forests and valleys of their community, are discussed. Programs can take shape in the remote areas of Alaska, such as the one described for the village of Quinhagak where the customs and heritage of the Yup'ik community are being preserved, to urban Seattle, where a grassroots effort, combined with a school-community program called Powerful Schools, has energized the area. Other programs, such as the one in the Siskiyou Mountains of Oregon where the community and the schools work in harmony to benefit all the citizens of the area, to initiatives in which urban neighborhoods that use personable approaches to solve big-city problems and enhance social services, are likewise detailed. Programs ranging from financial aid for higher education to strengthening bonds between the school and the community are likewise featured. (RJM)

ED 426 509 EA 029 618

Reflections on Re:Learning in Colorado: A Report for Educators.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Curriculum Enrichment; *Educational Change; Educational Improvement; High Schools; Program Descriptions
IDENTIFIERS- *Colorado; Curriculum Implementation; *Curriculum Theories

This report presents a composite picture of the experiences and patterns of change exhibited by six Colorado high schools after implementing the nine itemized principles of the Coalition of Essential Schools, as espoused by Theodore Sizer in "Horace's Compromise." The nine principles are: intellectual focus, simple goals, universal goals, personalization, student-as-worker, diploma by exhibition, tone, staff, and budget. By using a variety of traditional and nontraditional performance indicators, each school underwent two independent reviews; one during the initial year, 1992-93, established a baseline, and the second, during 1995-96, provided a year-by-year analysis of the intervening years. A three-way partnership, known as Re:Learning, helps schools in 12 states redesign their teaching, learning, and administrative strategies in accordance with Coalition principles. In this partnership the Coalition of Essential Schools, based at Brown University, along with the Education Commission of the States, based in Denver, and the school's own state department of education work together to help foster school-level innovation and improvement. Section 1 briefly describes the six Colorado Re:Learning schools. Sections 2 through 4 examine the approaches taken by these schools and the changes brought about by their Re:Learning experiences. Section 5 looks at statewide and local efforts that support Re:Learning schools. Section 6 provides a look at the course of reform at the six schools. Finally, section 7 contains perspectives from the principals and coordinators regarding what they learned from the programs and how their commitments for the future have been affected. (RIB)

ED 426 510 EA 029 620

Watts, James A.; Gaines, Gale F.; Creech, Joseph D.
Getting Results: A Fresh Look at School Accountability.

Programs; State Programs
IDENTIFIERS- Medicaid

This collection of papers presented at a 1996 conference on children's mental health focuses on financing strategies of systems of care. Individual papers have the following titles and authors: (1) "Arizona's Implementation of Managed Care in the Public System: A State's Perspective" (Stephen Perkins and Valinda Mores); (2) "The Effect of Intermediate Services on the Cost of Treating Children & Adolescents with Emotional and Behavioral Problems: A Preliminary Inquiry" (Robert C. Saunders); (3) "Do Intermediate Services Save Money? A System-Level Perspective" (E. Michael Foster and others); (4) "The Impact of Managed Mental Health Care on Child and Adolescent Dispositions in a Regional Emergency Mental Health Service" (Stephen C. Young and others); (5) "The Cost of Residential Schools for Children with Severe Emotional Disturbance" (Christine S. Spenser and Richard G. Frank); and (6) "A Comparison of Children and Adolescents Funded by Medicaid and Commercial Insurance in an Inpatient Psychiatric Facility" (Carol Valera Jacobson and others). (Individual papers contain references.) (DB)

ED 426 528 EC 306 961

Family Participation. Chapter 3.
PUB DATE- 96
NOTE- 46p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; Community Programs; *Emotional Disturbances; *Family Involvement; Mental Disorders; *Mental Health; *Parent Participation; Participant Satisfaction; Questionnaires; Rating Scales; Respite Care

This collection of papers presented at a 1996 conference on children's mental health research focuses on studies of family participation. Individual papers have the following titles and authors: (1) "Measuring Satisfaction with Community-Based Services for Children with Severe Emotional Disturbances: A Comparison of Questionnaires for Children and Parents" (Lawrence W. Rouse and others); (2) "Use of Consumer Satisfaction Information To Promote Change in Child/Adolescent Mental Health Settings" (Maryann Davis and others); (3) "Parent Satisfaction with Mental Health Staff Interactions: The Development, Validity, and Reliability of the Parent Satisfaction Scale and the Parent-Staff Interaction Scale" (Janis Gerkensmeyer and others); (4) "Measuring Perceptions of Family Involvement in Service Provision for Youth with Serious Emotional Disturbance" (W. John Curtis and others); (5) "Families' Perception of the Effects of Respite" (Sandra E. Herman); (6) "Parent-Professional Collaboration: A Pilot Study of Parents as Researchers" (Gail B. Werrbach and Laura Perry); (7) "The Significance of V61.xx-Family Problems in Mental Health Care for Children" (Theodore Fallon, Jr.); and (8) "The Influence of Family Functioning on the Incidence of Conduct Disorder among Children and Adolescents" (Laura V. Scaramella). (Individual papers contain references.) (DB)

ED 426 529 EC 306 962

than shorter, meetings). In regard to report cards, research suggests that teachers of children with disabilities need to go beyond the legally-mandated minimum contacts of report cards and that such contacts might show where a child is in regard to his/her IEP (Individualized Education Program) goals. (Contains 10 references.) (DB)

ED 426 548 EC 306 984

Cochran, H. Keith
Differences in Teachers' Attitudes toward Inclusive Education as Measured by the Scale of Teachers' Attitudes toward Inclusive Classrooms (STATIC).
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Attitude Measures; *Disabilities; Elementary School Teachers; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Psychometrics; *Regular and Special Education Relationship; Secondary School Teachers; Special Education Teachers; *Student Placement; *Teacher Attitudes; Teacher Student Relationship; Test Validity

This study evaluated a new measure of teachers' attitudes toward students with special needs included in regular education classrooms. Approximately 516 teachers (308 regular and 186 special education) from five school districts completed the Scale of Teachers' Attitudes Toward Inclusion (STATIC). Statistical analyses suggested robust psychometric properties for the STATIC. Special education teachers scored higher on the STATIC than secondary teachers. Higher scores on the STATIC indicated more optimistic or positive attitudes toward inclusion. Implications from this large scale analysis suggest the need to: (1) examine the effects of teachers' attitudes on performance of special education students; (2) guide placement decisions for special education students; (3) screen prospective teachers prior to employment; (4) shape teacher education programs; and (5) diagnostically focus remediation on specific dimensions of attitude requiring modification. (Contains 37 references.) (DB)

ED 426 549 EC 306 985

Boe, Erling E.; Bobbitt, Sharon A.; Cook, Lynne H.; Barkanic, Gema
National Trends in Teacher Supply and Turnover for Special and General Education. Data Analysis Report No. 1998-DAR1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; National Forum on Education Statistics.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Disabilities; *Elementary School Teachers; Elementary Secondary Education; Faculty Mobility; National Surveys; *Secondary School Teachers; *Special Education Teachers; *Statistical Data; Teacher Supply and Demand; *Trend Analysis

This report presents national trend data on the supply and number of pupils registered as having special educational needs varies enormously; and (4) countries in the northwestern part of Europe appear to place pupils more frequently in special settings as opposed to southern European and Scandinavian countries. (Contains 11 references.) (CR)

ED 426 567 EC 307 153

Tenney, Mark G.
The Effects of Block Scheduling on Students with Emotional Behavioral Disorders and/or Attention Deficit-Hyperactivity Disorder.
PUB DATE- 98
NOTE- 153p.; Master's Thesis, Notre Dame College.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attention Deficit Disorders; *Behavior Disorders; *Block Scheduling; *Emotional Disturbances; Performance Factors; School Schedules; Secondary Education; Surveys; Teacher Attitudes; *Time Factors (Learning)

This study discusses the outcomes of a survey of 23 educators from 19 high schools on a block schedule in New Hampshire. Educators from each school were asked their perceptions of the effects of the block schedule on students identified as having emotional/behavioral disorders and/or attention deficit-hyperactivity disorders (ADHD) in comparison to the regular education students. The responses were concerned with the effect of the schedule on the special education students' level of performance. Educators were asked to delineate the positive and negative aspects of the block schedule. On average, regular education and vocational/technical teachers viewed the students with emotional behavioral disorders and/or ADHD as demonstrating no change or improvement in their performance while maintaining a satisfactory current level of performance. Administrators problems caused by dysphagia, causes, how it is treated, research that is and special educators saw a more negative effect. Special education teachers had concerns about the ability of students to sustain attention for a 90-minute period and stressed the need to structure the class time. (Contains 57 references.) (Author/CR)

ED 426 568 EC 307 163

Andrews, Jean F.; Nover, Stephen M.
Critical Pedagogy in Deaf Education: Bilingual Methodology and Staff Development. USDLC Star Schools Project Report No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Deafness; Elementary Education; *Hearing Impairments; *Inservice Teacher Education; Instructional Effectiveness; *Language Acquisition; *Literacy; Postsecondary Education; Residential Programs; *Second Language Learning; Staff Development; Teacher Attitudes; Theory Practice Relationship
IDENTIFIERS- New Mexico; *Star Schools

The New Mexico School for the Deaf was awarded a five-year federal grant to implement and test a proposed bilingual/ESL based learning; distance education; open learning; and various levels and forms of technology used. Some basic trends within multimedia language instruction are discussed, including the historical convergence of language teaching and instructional media, the shift in emphasis from computer-assisted teaching to computer-enhanced learning, and shifts in the language teacher's role. Related issues being explored by the profession are also noted, including consideration of learning environment, quality of input, quality of communication, the concept of the structure of language, errors, and quality of learning. The booklet concludes by discussing the relationship of various technologies to meaningful language learning. (Contains 88 references.) (MSE)

ED 426 591 FL 025 565

Ogulnick, Karen
Onna Rashiku (Like a Woman): The Diary of a Language Learner in Japan.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Cultural Context; *Diaries; *Ethnicity; *Feminism; Foreign Countries; Identification (Psychology); *Intercultural Communication; *Japanese; Language Attitudes; Language Role; Learning Processes; Personal Narratives; Second Language Learning; *Second Languages; Student Journals
IDENTIFIERS- *Japan

An American Jewish woman learning Japanese in Japan examines the relationship between language, language learning, and personal identity. Autobiographical reflections are combined with entries from a diary and scholarly observations about the interrelationship of gender, race, culture, social class, historical experiences, and language learning. The themes of feminism and friendship are prominent. (MSE)

ED 426 592 FL 025 571

Kelder, Richard
Literacy, the Self, and Culture: An Enquiry.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Context; *Language Role; *Literacy; Philosophy; *Self Concept; *Written Language

A review of literature examines how literacy, self, and culture are related. Diverse representations of "self" are explored, as are their interrelationship with language, culture, and history. Realizing the linguistic and philosophical complexities inherent in defining the self, especially its relationship to the written word, attempts are made to untangle the web of constructs and images in which self is expressed and identified, including interpretive conventions, cultural and cognitive frames of mind, and cultural, metaphoric, and symbolic associations. It is concluded that regardless of how people use literacy, it continues to shape how individuals understand themselves, our world, and others, and it contributes to the creation of a culture. Once conceptualized, the "self" becomes embodied in the texts, symbols, and literate practices of a culture, and in reading

Languages; *Medical Case Histories; Memory; Occupational Information; *Physician Patient Relationship; Pronouns; *Questioning Techniques; Skill Development; Sociocultural Patterns; Translation
IDENTIFIERS- Australia; Turn Taking

The guide is designed for physicians and other medical practitioners who need to work with medical interpreters to improve communication with patients. Special attention is given to the Australian context. An introductory section discusses the need for medical interpreters and explains the guide's organization. Subsequent sections address these issues: finding the appropriate medical interpreter and creating conditions for effective interpreting; briefing the interpreter; handling greetings and introductions in the interpreting situation; explaining contracts and related ethical issues; addressing the patient (maintaining eye contact, speaking directly, using pronouns appropriately, taking roles, using names); taking turns at talking; taking the medical history; summing up the physician's diagnosis; and debriefing the interpreter concerning the patient's sociocultural/religious background, attitude, and language use. Appended materials include Australian criteria for certification of interpreters, notes on the English pronoun system, and a briefing checklist. (Contains 22 references.) (MSE)

ED 426 615 FL 025 671

Farrell, Thomas S. C.
Reflective Practice in an EFL Teacher Development Group.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (32nd, Seattle, WA, March 17-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Discussion Groups; *English (Second Language); Foreign Countries; Group Dynamics; Instructional Improvement; *Language Teachers; Peer Relationship; Professional Development; Program Descriptions; *Reflective Teaching; Second Language Instruction; *Theory Practice Relationship
IDENTIFIERS- South Korea

This study investigated ways in which regular group discussion might promote reflective teaching. Subjects were three experienced teachers of English as a foreign language (EFL) in Korea who came together in weekly meetings to reflect on their work. Two were college teachers, and one taught in a private company. The study examined what the teachers talked about in the group discussions, whether the discussion was descriptive or critical, and how this reflection developed over time. The interactions were taped and coded for topic, and the topics served as a measure of critical reflectivity. Results indicate that the teachers talked about their personal theories of teaching and the problems they faced. All three teachers were reflective, to some extent, in their orientation to teaching, although they varied in degree of reflectivity in each or all categories. Implications for use of teacher development groups as a means of promoting critical reflection for EFL teachers are discussed. (Contains 17 references.) (MSE)

ED 426 616 FL 025 672

the dictates of the situation, to the competencies required and to the roles played. (MDM)

ED 426 635 HE 031 716

Slemon, Jill C.; Shafrir, Uri
Efficacy Expectations, Ability Level, and Gender of Post-Secondary Students with and without Severe Scholastic Deficits: Where Do We Go from Here?
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *College Students; Foreign Countries; Higher Education; *Learning Problems; *Self Efficacy; *Sex Differences; Student Attitudes
IDENTIFIERS- Ontario

This study examined the efficacy beliefs of male and female college students in Southwestern Ontario (Canada) with and without scholastic deficits. A total of 20 men and 20 women without scholastic deficits and 51 men and 41 women with scholastic deficits (such as severe problems in reading, writing, or arithmetic) completed the Self-Estimate Test of Intellectual Functioning and Academic Achievement to measure students' judgements of how well they would perform on the Wide Range Achievement Test-Revised (WRAT-R). The participants then completed the WRAT-R. No significant gender differences were found between men and women without scholastic deficits in regard to predicted and actual WRAT-R scores. However, gender differences were found between men and women with scholastic deficits, with the men tending to overestimate and the women tending either to underestimate significantly or to provide accurate estimates of their WRAT-R scores. The results suggest that women with scholastic deficits are more vulnerable than men with scholastics deficits and display lower levels of efficacy. (Contains 31 references.) (MDM)

ED 426 636 HE 031 718

Silva, Joyce Mary Adam de Paula
University Education and Professional Profile of Chemists: Tradition and Modernity.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; *Chemistry; College Curriculum; Corporations; Foreign Countries; Higher Education; Modernism; *Professional Personnel; *Science Curriculum; *Science Instruction; Scientific Attitudes; Traditionalism; Universities; *Work Attitudes
IDENTIFIERS- Brazil

This study examined the education of chemistry professionals in Brazil in light of the profile of such professionals in the current job market. Semi-structured interviews were conducted with 21 chemists employed by two foreign and one domestic companies in the state of Sao Paulo, Brazil. The chemists were graduates of the three major universities in the state--the University of Campinas, Methodist University of Piracicaba, and

Questionnaires; Self Evaluation (Individuals); Skill Development; *Speech Communication; Two Year Colleges; *Work Environment; *Workplace Literacy

This document contains the student handouts and learning activities of an introductory course in oral communications that was developed by a community college for workers at a St. Louis (Missouri) chemical company. The following items are among those included: ice breaker activity; checklist for self-assessment of ability to handle criticism; activity on types of criticisms and reactions to them; tool for learning to receive criticism; exercise on identifying three ways to respond to criticism (fogging, admitting, requesting feedback); case studies illustrating the stages of handling criticism (awareness, assessment, action); handouts on the difficulties of giving constructive criticism and the benefits of criticism; rules for assertive describe-acknowledge-specify-reaffirm scripts; action-planning exercise; test assessing knowledge about listening; handout on the elements of listening; listening styles profile interpretation guide; listening preference cues and clues; activity on accommodating other listening styles; and exercise on nonverbal communication. (MN)

ED 426 194 CE 077 618

Basic Skills for Gages & Measurement. New Paradigm for Effective Workforce Skills.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Community Colleges; *Energy Occupations; Equipment Maintenance; *Equipment Utilization; *Industrial Training; Mathematics Skills; *Measurement Equipment; *Measurement Techniques; Partnerships in Education; Pretests Posttests; School Business Relationship; Two Year Colleges
IDENTIFIERS- *Gages

This document contains the materials required by individuals enrolled in a workplace course in basic skills for gages and measurements that was developed by a community college for a St. Louis (Missouri) electric company. The guide begins with an outline of the 12-day course, which covers the types, components, use, and care of the following instruments: dial caliper, English micrometer, vernier scale, vernier height gage, and gage blocks. Presented next are a pre-test and introductory materials devoted to the following topics: process tools (reading, study, and classroom strategies), student responsibilities, basic measurement concepts, and notetaking. The next (and largest) section contains the text materials, vocabulary sheets, diagrams, instruction sheets, and learning activities used during the course's nine lessons and review day. Concluding the guide are a glossary and posttest. (MN)

ED 426 195 CE 077 619

Team Building. Baldor Electric Company. Facilitator Guide and Participant Guide.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95

despite expansion of the system's diversity and new capacities must be built within governments. (YLB)

ED 426 212 CE 077 804

Pirrie, Anne; Wilson, Valerie; Elsegood, John; Hall, John; Hamilton, Sheila; Harden, Ronald; Lee, Diana; Stead, Joan
Evaluating Multidisciplinary Education in Health Care.
SPONS. AGENCY- Scottish Office Health Dept., Edinburgh.
PUB DATE- 98
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; Developed Nations; Foreign Countries; *Health Personnel; *Interdisciplinary Approach; *Medical Education; Postsecondary Education; Program Evaluation; Secondary Education
IDENTIFIERS- *Multidisciplinary Education; United Kingdom

A 2-year study evaluated students' and course organizers' perceptions of the effectiveness of multidisciplinary education (ME) in health care and factors that facilitate or inhibit its development. The study had three phases: a survey of ME provision in the United Kingdom; 42 qualitative interviews and focus groups in 14 sites; and data feedback. Literature review and focus group results led to a definition of ME. Findings include: ME is perceived to be more effective at the postgraduate level; communication is enhanced when students have developed a greater understanding of other professionals' roles; and ME may reinforce participants' sense of their own professional identity, lead to increased personal and professional confidence, and ensure better and more cohesive working practices. Committed individuals, staff with a sense of purpose who work together, staff development, and institutional support facilitated development. The following factors inhibited it: imbalance in student numbers; suitable accommodation for large- and small-group teaching; access to library and information technology facilities; timetabling across groups; the role of professional bodies; unsynchronized validation cycles and profession-specific accreditation; funding constraints; and competition within the sector. Findings from interviews with education commissioners were consistent. Recommendations were made for course organizers and policy makers and education commissioners. (The report contains 65 references. Appendixes include methodology, data collection overview, interview guides, and feedback summary.) (YLB)

ED 426 213 CE 077 807

Imel, Susan
Distance Learning. Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Comparative Analysis; Computer Uses in Education; Conventional Instruction; *Distance Education; Educational Practices; Educational Principles; *Educational Technology; Educational Trends; Higher Education; Internet; On the Job Training; *Student Attitudes; *Teacher Student

Educational Cooperation; Educational Finance; Educational Needs; Educational Technology; Foreign Countries; Global Approach; Higher Education; International Cooperation; *International Educational Exchange; *Internet; Needs Assessment; Partnerships in Education; *Poverty; Rural Areas; *Rural Education; Shared Resources and Services; Voluntary Agencies
IDENTIFIERS- Australia; Grameen Bank

One possible way of educating residents of developing countries is through a "university for the poor" based on shared village Internet posts and village technology learning centers. Western colleges and universities could donate their courses, and multinational organizations could subsidize the program's administration. Academics could assess students' assignments without charge by e-mail or reply-paid mail. All the ingredients for a "university for the rural poor" are available now. Before international aid money is invested in tertiary education for the rural poor, however, the international community must ensure that such villagers have moved out of the poverty cycle. This means addressing the matter of helping the villagers in question become viable income generators. The Grameen Bank is one initiative that appears to provide the solution to the dilemma of poverty and lack of educational opportunities in developing nations, and it has been replicated in numerous countries throughout the world. To make the "university for the poor" work, a "user pays" concept, whereby countries pay what they can afford, must be adopted. Appended is information about the Grameen Bank, adapted from "The Price of a Dream," a book by David Bornstein. (Contains 15 references.) (MN)

ED 426 233 CE 077 889

Pearson, R.; Perryman, S.; Connor, H.; Jagger, N.; Aston, J.
The IES Annual Graduate Review 1998-1999: The Key Facts.
PUB DATE- 99
NOTE- 77p.; Study supported by the IES Research Club. For the 1997-1998 report, see ED 413 498.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; *Education Work Relationship; *Educational Attainment; Employment Opportunities; *Employment Patterns; Employment Qualifications; Entry Workers; Foreign Countries; Futures (of Society); Graduate Surveys; *Graduates; Labor Needs; *Outcomes of Education; Part Time Employment; Postsecondary Education; Recruitment; *Salary Wage Differentials; Secondary Education; Student Costs; Student Employment; Trend Analysis
IDENTIFIERS- *United Kingdom

Of the 400,000 graduates in the United Kingdom in 1998, more than 200,000 had first degrees and the others had undergraduate or postgraduate qualifications. More than one in three graduates had already undertaken paid work while still in school (primarily in the service sector). The demand for graduates among the traditional recruiters and reports of recruitment difficulties have increased steadily over the past few years. Although starting salaries offered by recruiters have grown fast, in the longer term they have simply tracked changes in average earnings in the work force. Vacancies among the major recruiters were largely bounding back from the low point of the last recession and were not much higher than in the late 1980s. Many graduates are taking more than 1 year (and sometimes up to 3 years) to find their way into permanent jobs and careers.

ED 426 250 CE 077 929

ESL for Hotel/Hospitality Industry. Level: Beginner.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 37p.; For a related document, see CE 077 930. Some photocopied pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Entry Workers; *Hospitality Occupations; Hotels; Job Skills; Learning Activities; Literacy Education; *Second Language Instruction; Teaching Methods; *Vocational English (Second Language); *Workplace Literacy

This document contains eight lesson plans for a beginning course in work-related English for non-English or limited-English speaking entry-level employees in the hotel and hospitality industry. Course objectives include the following: helping participants understand and use job-specific vocabulary; receive and understand job-related instructions; communicate with customers on a basic level; and understand and follow corporate policies and procedures. Lessons, which consist of objectives, materials needed, methodology, and student handouts, cover the following topics: (1) names; (2) introductions and writing names; (3) reading and printing the letters l, t, i, h, and f, and identifying items in a hotel bedroom; (4) reading and printing letters e, v, w, a, x, and identifying items in a hotel bathroom; (5) reviewing new vocabulary and English skills, adding to work-related vocabulary, and reading and printing letters y, m, n, z, k; (6) relating vocabulary to actual items from a hotel room, adding to work-related vocabulary, and reading and printing letters o, q, c, g, s; (7) reinforcing skills; reacting to a fire, applying letter sounds to beginning sounds of words, and reading and printing letters u, j, d, p, b, r; and (8) identifying items on a cleaning cart, becoming confident with skills learned, and developing vocabulary using picture dictionaries. A posttest concludes the course. (KC)

ED 426 251 CE 077 930

ESL for Hotel/Hospitality Industry. Level: Advanced Beginner/Intermediate.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 76p.; For a related document, see CE 077 929. Some photocopied pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Entry Workers; *Hospitality Occupations; Hotels; Job Skills; Learning Activities; Literacy Education; *Second Language Instruction; Teaching Methods; *Vocational English (Second Language); *Workplace Literacy

This document contains 16 lesson plans for an advanced beginning and intermediate course in work-related English for non-English- or limited-English-speaking entry-level employees in the hotel

Attitudes; *Fashion Industry; Limited English Speaking; *Literacy Education; Models; Needs Assessment; Partnerships in Education; Questionnaires; Records (Forms); Recruitment; School Business Relationship; Sewing Machine Operators; Skill Development; *Staff Development; Student Evaluation; Task Analysis; Training Methods; Training Objectives; Unions; Vocational English (Second Language); *Workplace Literacy; Workshops

This document is the staff development manual that was developed to train worker education facilitators involved in the Chicago Teachers' Center of Northeastern Illinois University and Amalgamated Clothing and Textile Workers Union Worker Education Program (WEP). The document begins with an overview of the WEP, which uses workers' life and workplace experiences as starting points to help limited English-proficient workers develop job-specific workplace English-as-a-second language (ESL) and mathematics skills and help all workers develop the communication, problem-solving, critical thinking, teamwork, and basic skills required to keep pace with changing workplace requirements, technology, products, and processes. Discussed in the manual's remaining sections are the following topics: building support and structure for the training program; conducting task analysis and assessing company and union needs; identifying and assessing students; developing curriculum; implementing classes and workshops; providing staff development; and conducting ongoing program evaluation. Appendixes constituting approximately 80% of the document contain the following: training needs/company commitment survey; literacy task analysis; materials for ESL curriculum development; curriculum goals; basic skills tests; miscellaneous blank and sample completed forms used in curriculum development; worker and union program evaluation forms; general work-based assessment and instructions for administering it; and learner enrollment form. (MN)

ED 426 268 CE 077 953

Estes, Florence
Partners in Progress. A Monograph on the Worker Education Program of Northeastern Illinois University.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 61p.; For "Worker Education Program" guides, see CE 077 934 and CE 077 952.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Fashion Industry; Functional Literacy; Incentives; Limited English Speaking; *Literacy Education; Models; *Partnerships in Education; Program Development; Services; Student Centered Curriculum; Task Analysis; Unions; *Vocational English (Second Language); *Workplace Literacy

The Worker Education Program (WEP) of Northeastern Illinois University (NIU) is a partnership among NIU; the Union of Needle Trades, Industrial, and Textile Employees (UNITE); and companies whose employees are represented by UNITE. Now in its fourth year, the WEP operates in 13 diverse types of workplaces in three states: Illinois, Ohio, and Kentucky. Through the WEP, more than 2,000 workers have attended classes in English as a second language, reading and writing, math, general educational development, basic communications for the workplace, and

The National Workplace Literacy Program (NWLP) was a federal grant program that was initiated in 1988 to promote the following: contextualized, job-specific instruction in basic skills; joint governance through partnerships between employers, education providers, and employee organizations; and attention to individual workers' needs. The NWLP's impact was examined through a national evaluation with two primary objectives: describe the implementation and institutionalization of workplace literacy programs and assess the effects that workplace literacy instruction has on participating workers. The research focused on three local and two state-level partnerships funded in 1994. The study's major conclusions were as follows: program effectiveness is associated with instructional time; implementation is aided by experience and state/local infrastructure; and institutionalization is associated with workplace incentives for employers. Appended are the following: overviews of the structure and operation of the five program sites studied in depth; detailed profiles of the five sites, review of efforts to develop applied performance assessments; profile of impact study design and implementation at three local sites; data on workers in the impact study; estimation of program impacts and effects of hours of instruction on worker outcomes; and data collection forms. (Contains 32 references and 19 tables/figures.) (MN)

ED 426 286 CE 077 991

Bennett, Darla; Milicevic, Barbara; Dolan, Robert
Educators in the Workplace. A "How To" Guide.
PUB DATE- 98
NOTE- 55p.; Produced by the Colorado School-to-Career Partnership.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competence; *Education Work Relationship; Elementary Education; Employment Qualifications; *Field Experience Programs; *Inservice Teacher Education; Learning Activities; *Partnerships in Education; Professional Development; Program Development; Program Guides; Questionnaires; Records (Forms); School Business Relationship; Secondary Education; Summer Programs; Teacher Improvement; Two Year Colleges; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Colorado

This guide contains materials about and from the Educator Externship Program for School-to-Career Partnerships in Western Colorado, which was organized to give educators an opportunity to experience firsthand the changes occurring in various business sectors. The guide begins with a discussion of the elements and benefits of externships, during which participating educators spend a period of time at a worksite so that they can explore and learn about the workplace and community at large. The following aspects of designing and implementing externships are discussed: initial research; design (desired outcomes, structure, logistics); material development; recruitment; scheduling; evaluation; and product development. Presented next are the syllabus and agenda from the externship held in summer 1998, a 2-credit hour program during which educators attended classroom presentations and a practicum with local businesses and industry. The following items are also included: flyer and registration form; letters directions; filling out forms correctly; and measuring return on investment for training. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that contains two lessons on improving basic skills. (MN)

ED 426 305 CE 078 640

Active Listening and Feedback: Communicating Effectively. JobLink Winning at Work Instructor's Manual, Module 5.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 286p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Educational Needs; *Job Skills; Learning Activities; Learning Modules; Listening; Listening Comprehension; *Listening Skills; Literacy Education; *On the Job Training; Pretests Posttests; Speech Communication; Supervisory Training; Teaching Guides; Teaching Methods; Transparencies; *Workplace Literacy

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. The module is intended to meet the learning needs of production workers who may have limited basic skills or literacy. This module, which addresses active listening and feedback, is meant to help workers learn the critical skills of appropriate and effective communication through personal experience, demonstration, and practice. Workers using the module assess their own skill level as well as get feedback from others and put together a personal development plan. This module contains six 1-1/2 hour lessons that cover the following topics: (1) assessing your listening style; (2) letting others know you understand; (3) overcoming barriers to understanding; (4) giving feedback; (5) being specific; and (6) pulling it all together. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that contains lessons on assessing listening style and effective feedback. (KC)

ED 426 306 CE 078 641

Making Suggestions: Turning Ideas into Action. JobLink Winning at Home Instructor's Manual, Module 6.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 259p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; *Business Communication; Communication Skills;

DESCRIPTORS- College Students; *Eating Disorders; Higher Education; *Organizational Climate; Program Effectiveness; *School Health Services; Student Personnel Services; Student Welfare

A case study is presented which seeks to understand the provision of health services to university students, specifically in situations that require an integration of treatment. The relationship of the effects of traditional bureaucratic structures on quality of services provided for students is explored by looking at the relationship between organizational structure, individual practitioner ideas, and the larger societal context in the provision of health care services for students with eating disorders. The complex nature of eating disorders requires treatment from a variety of sources including medical, psychological, dental, nutritional, and fitness assistance; these services need to be integrated. The positioning of health services under student affairs is discussed. In the study, semistructured interviews were conducted with six staff members involved in the treatment of eating disorders. Data were coded and a matrix of typologies was developed. Findings are presented and discussed in terms of "tensions between organizational structure and the goals of treatment," "the development of strategies to overcome limitations," and "the importance of motivated individuals." This case study serves as an example of how organizational factors can paralyze otherwise intelligent and motivated individuals and prevent them from working toward their goals. (EMK)

ED 426 326 CG 029 010

Mock, Matthew R.
Developing Cultural Proficiency in Clinical Practice.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Effectiveness; Counselor Qualifications; Cross Cultural Training; *Cultural Awareness; Cultural Differences; Cultural Pluralism; Ethnicity; *Intercultural Communication; Minority Groups; *Multicultural Education; *Psychotherapy

This paper suggests that in an increasingly multicultural world, cultural competence requires that racism, power, oppression, and privilege be fully acknowledged and addressed to maximize the effectiveness of clinical interventions. Psychotherapists must learn to appropriately address racial or cultural differences in the therapy room. In order to do the necessary work, racism, sexism, classism, heterosexism, and other forms of oppression must be viewed as part of the cycle of perpetuated violence and trauma. The "Diagnostic and Statistical Manual of Mental Disorders," fourth edition, provides a means for taking cultural perspectives into account in therapy; thus, in order to make an accurate diagnosis and maximize clinical outcomes, the cultural context of clients must be understood and respected. Examples are given of consultations in which asking culturally appropriate questions led to positive results for clients that could not have occurred otherwise. Cultural competence must be viewed as an

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Secondary
Education; Instructional Improvement; Learning Strategies;
Reading Achievement; *Reading Improvement; *Reading
Instruction; *Reading Motivation; Student Development; Teaching
Methods; *Writing Instruction; *Writing Skills; Writing
Strategies
IDENTIFIERS- *Blue Ribbon Schools

This book is a collection of ideas submitted to the National Association of Elementary School Principals (NAESP) by elementary and middle school principals of 1996-1997 Blue-Ribbon Schools selected by the United States Department of Education. Each of the ideas presented offers a way for the teachers to raise students' reading levels and give them a real sense of achievement. The book offers strategies to: (1) develop critical thinking skills; (2) establish a connection between reading and writing skills; (3) involve families in students' homework; (4) help students become more interested in school; and (5) expand their vocabularies. The 87 ideas in the book are divided into sections entitled "Working with Individual Students," "Facilitating Reading in Small Groups," "Engaging Entire Classrooms and Grade Levels," and "Involving Everyone in the School." The book's ideas may be incorporated just as they are or used as a foundation and inspiration for new ideas. (CR)

ED 426 347 CS 013 356

Novick, Rebecca
Learning To Read and Write: A Place To Start.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beginning Reading; Classroom Techniques; Early
Childhood Education; *Emergent Literacy; Instructional
Materials; Language Acquisition; *Reading Instruction; Student
Development; Teaching Methods; *Writing Instruction

This book discusses research on learning to talk, read, and write and explores activities to support the development of these crucial competencies. The book's discussion of research is divided into two chapters: "Supporting Early Literacy: The Preschool Years" and "Supporting Early Literacy: The Primary Years." Following the two chapters on literacy development are profiles of five northwest schools, chosen because they demonstrate innovative and culturally responsive educational practices. Next, a section has materials suitable for handouts in workshops for both parents and teachers. These materials are intended to encourage those involved in designing and implementing literacy strategies and activities to engage in dialogue and reflection, activities essential for learning and teaching for understanding. Contains an approximately 250-item bibliography. (CR)

ED 426 348 CS 013 357

Une lecture, mille et une reflexions: Cahier de reflexion sur le
processus de lecture. (One Reading, 1001 Reflections: Notebook
of Reflection on the Reading Process.)
PUB DATE- 98

included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Georgia, 2,712 students in 107 public schools were assessed. This report describes the reading proficiency of Georgia fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Georgia on the NAEP reading scale was 213 compared to 216 nationwide. (SR)

ED 426 364 CS 013 373

NAEP 1992 Reading State Report for Hawaii. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Hawaii; National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Hawaii, 2,642 students in 106 public schools were assessed.

and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Nebraska on the NAEP reading scale was 222 compared to 216 nationwide. (CR)

ED 426 378 CS 013 387

NAEP 1992 Reading State Report for New Hampshire. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Hampshire; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In New Hampshire, 2,322 students in 100 public schools were assessed. This report describes the reading proficiency of New Hampshire fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in New Hampshire on the time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Virginia on the NAEP reading scale was 222 compared to 216 nationwide. (CR)

ED 426 393 CS 013 402

NAEP 1992 Reading State Report for West Virginia. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *West Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In West Virginia, 2,733 students in 137 public schools were assessed. This report describes the reading proficiency of West Virginia fourth-graders and compares their overall performance to students in the Southeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in West Virginia on the NAEP reading scale was 217 compared to 216 nationwide. (CR)

ED 426 394 CS 013 403

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Reading; Home Programs; *Home Schooling; Intermediate Grades; Junior High Schools; *Males; Nontraditional Education; Parent Role; *Sex Bias; Sex Differences; *Sex Role; *Sex Stereotypes; *Sexual Identity; Siblings; Student Development

A study examined how critical literacy activities within a homeschooling education project sustained or transformed the participants' awareness of gender identities and inequities in texts. Subjects were two brother pairs who had been close friends for over 4 years at the time of the study. The older brothers (13 years of age) attended a rural county middle school in Northeast Georgia as seventh graders prior to the study. The younger brothers (ages 11 and 10) attended the same elementary school, in fifth and fourth grades respectively. Primary data sources included audio tapes and transcripts of the boys' participation in the critical literacy activities, including 10 that were videotaped to capture the nonverbal actions of the participants. Field notes were taken. Results indicated that one of the older boys thought that gender did not matter, believing that anyone could be or do anything that he or she wanted, although he acknowledged that boys have more sports and job opportunities. The second older boy saw himself as opposite to a girl, and said that if he was a girl he would hate himself. The 11-year-old thought that if he woke up as a girl he would want to be sexy and look like Cindy Crawford. The 10-year-old's view of masculinity was his thinking about heterosexuality. Findings through critical discourse analysis suggest that the four boys were aware of the chameleon-like nature (or loopholes) of the "Discourses" of gender. (Contains 39 references.) (CR)

ED 426 414 CS 216 570

Taylor, Todd, Ed.; Ward, Irene, Ed.
Literacy Theory in the Age of the Internet.
PUB DATE- 98
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Uses in Education; Critical Thinking; Higher Education; Instructional Innovation; *Internet; Student Reaction; Teacher Role; Teaching Methods; Writing (Composition); *Writing Instruction

This book contains a collection of essays about literacy, theory, and the Internet. It addresses problems concerning understanding the new electronic technologies, getting the computer in the classroom, and teaching students to write with it. The book's first section, "Literacy in the Information Age," offers four essays: "Literacy after the Revolution, 1996 CCCC Chair's Address" (Lester Faigley); "Negative Spaces: From Production to Connection in Composition" (Johndan Johnson-Eilola); "Cyberpunk Literacy; or, Piety in the Sky" (William A. Covino); and "Writing in the Hivemind" (Don Byrd and Derek Owens). The book's second section, "Literacy and the Body Electric," has three essays: "We Are Not Just (Electronic) Words: Learning the Literacies of Culture, Body, and Politics" (Beth E. Kolko); "prosthetic rhetorics writing.loss.technology" (Cynthia Haynes); and "Our Bodies? Our Selves? Questions about Teaching in the MUD" (Raul Sanchez). The book's third section, compose and present a detailed and conscientious communication to the senior management of the hospital. (NKA)

ED 426 434 CS 509 969

Pomerantz, Francesca
What Do Students Learn from Classroom Discussion? Exploring the Effects of Instructional Conversations on College Students' Learning.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (48th, Austin, TX, December 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cognitive Processes; Critical Reading; *Discussion (Teaching Technique); Elementary Education; Higher Education; *Literacy; Models; Qualitative Research; Undergraduate Students
IDENTIFIERS- Developmental Students; *Instructional Conversation

A study investigated the relationship between classroom discussion and literacy development in a college developmental reading classroom. It explored the implementation of C. Goldenberg's instructional conversation model (1992/93), focusing on the relatively untested assumption that discussion promotes reading comprehension, interpretation, and thinking. The applicability of a model originally developed for use with elementary school children to a new student population was also assessed. Subjects were 14 students (ages 17 to 70) enrolled in a critical reading class in a public university on the basis of their poor performance on their reading/writing placement tests. Six students spoke English as their second language, while two students had diagnosed learning disabilities. Each week they read an assigned text, wrote a summary and an elaboration, and prepared two questions for an instructional conversation (IC). Students rewrote their written summaries and elaborations for homework and handed them in at the beginning of the next class so that pre- and post-discussion comprehension and writing could be compared. Data were collected in two conditions: guided discussions were conducted once a week; general discussions occurred once a month. Six instructional conversations were analyzed--three of the guided discussions and three general discussions. Six major findings emerged: students were more likely to incorporate IC ideas, phrases, and themes in the guided IC than the general IC condition; the IC's influenced students' thinking about texts but did not greatly affect the overall quality of their post-IC elaborations and summaries; when students' writing reflected the IC, it did not reflect one source of influence but rather various; students and teacher perceived many benefits of IC's; the learning-disabled students and the teacher expressed concerns about the IC's losing focus and moving too quickly; and student participation in the IC's was influenced by a variety of factors, particularly interest in and knowledge of the topic. (Contains 30 references.) (NKA)

ED 426 435 CS 509 970

Thompson, Carol Lynn
Assessing the Learning Community: Good News for Speech Communication.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the National

dedicated to their desire for change. (RJM)

ED 426 453 EA 029 505

Fuhrman, Susan H., Ed.; O'Day, Jennifer A., Ed.
Rewards and Reform: Creating Educational Incentives That Work.
Jossey-Bass Education Series.
PUB DATE- 96
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Education; *Educational Policy; Educational Practices; Educational Research; Educational Theories; Elementary Secondary Education; *Incentives; Motivation; Organizational Development; Personal Autonomy; Private Sector; Public Sector

This book offers a variety of incentive approaches to school reform, through the perspectives of noted experts in education policy, practice, and research, as well as respected thinkers from the public and private sectors. The intended audience includes policymakers at the national, state, and district levels; teacher educators and other education professionals; reform advocates; and professors of education policy and administration. Drawing from such diverse sources as studies of performance incentives, reforms in Vermont, school structuring in New York City, private sector research on management, and current theories of motivation and organizational development, the book explains the underlying issues surrounding incentives and reform and provides a framework for future research and policy. The book shows, for example, how workplace redesigns could answer teachers' needs for autonomy and participation and so bolster the professional nature of teaching. It also examines alternative ways of thinking about teacher compensation. Following an introduction by Jennifer O'Day, the book is divided into three parts. Part One, "Incentives and Student Performance," includes: "Motivating Students To Learn: An American Dilemma" (Arthur G. Powell); and "Rewarding Teachers for Student Performance" (David K. Cohen). Part Two, "Motivation and School Context," includes: "Motivation for School Reform" (Susan Albers Mohrman and Edward E. Lawler III); and "Restructuring Schools for High Performance" (Linda Darling-Hammond). Part Three, "Going to Scale," includes: "Standards as Incentives for Instructional Reform" (Brian Rowan); "Incentives, School Organization, and Teacher Compensation" (Allan Odden); "Teaching to New Standards" (Richard J. Murnane and Frank Levy); "Getting to Scale with Successful Educational Practices" (Richard F. Elmore); and "Conclusion: Building a Better System of Incentives" (Susan Fuhrman). (JMD)

ED 426 454 EA 029 506

Merrick, Joann; McCreery, Kathleen; Brown, Jim
Student Success in a Standards-Based System: Moving Beyond Social Promotion and Retention. A Position Paper of the Association of California School Administrators.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

most effective curriculum and to rank each course in terms of its importance to the curriculum. The 12 courses selected by the greatest number of the 56 superintendents who responded were then ranked according to frequency of responses. The courses are as follows: (1) School Law; (2) Supervision in Elementary and Secondary Schools; (3) Elementary and Secondary Curriculum; (4) Elementary and Secondary Principalship; (5) Planning, Organizing, and Decision-Making; (6) School and Community Relations; (7) School Personnel Administration; (8) School Finance and Taxation; (9) Curriculum Planning; (10) Internship; (11) School Plant Facilities; and (12) Evaluation, Accountability, and Policy Analysis Models. The resulting principalship-preparation program was not dramatically different from many principalship-preparation programs presently operating in the state. (RJM)

ED 426 472 EA 029 562

DuFour, Richard; Eaker, Robert
Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.
PUB DATE- 98
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; *Educational Environment; Educational Improvement; Educational Innovation; Elementary Secondary Education; Public Schools; Role of Education; *School Restructuring; *School Role; Theory Practice Relationship
IDENTIFIERS- *Learning Communities

This book offers recommendations for those who seek to transform their school into a professional learning community as characterized by an environment fostering mutual cooperation, emotional support, personal growth, and a synergy of efforts. References to and brief summaries of standards for curriculum, teacher preparation, school leadership, professional development programs, school-parent partnerships, and assessment practices are included along with sample vision statements. Chapter 1 provides an overview of reform efforts during the second half of the 20th century and emphasizes the Excellence Movement of the 1980s and Restructuring Movement of the 1990s. Chapter 2 contrasts the model of the traditional school environment with that of a professional learning community. Chapter 3 examines the change process and contradictions found in the research. Chapters 4 and 5 examine the four building blocks: mission, vision, values, and goals. Chapter 6 emphasizes the value of communication in sustaining improvement initiatives. Chapter 7 discusses assimilation of change into the culture of a school. Chapter 8 discusses how curriculum is addressed, and the need for teacher participation. Chapters 9, 10, and 11 examine the roles of principals, teachers, and parents. Chapter 12 describes staff development practices. Chapter 13 stresses the need for patience and persistence when attempting change. (Contains 170 references.) (RIB)

ED 426 473 EA 029 567

Peterson, Paul E., Ed.; Hassel, Bryan C., Ed.
Learning from School Choice.

matter. Four appendices provide details on the status of standards, assessment, and other information. (Includes 57 references.) (RJM)

ED 426 491 EA 029 591

Darling-Hammond, Linda; Ball, Deborah Loewenberg
Teaching for High Standards: What Policymakers Need To Know and Be Able To Do. CPRE Joint Report Series.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Improvement; *Educational Policy; Elementary Secondary Education; Instructional Improvement; *Knowledge Base for Teaching; State Programs; *Teacher Education; *Teacher Effectiveness; Teacher Improvement

Recent emphasis on raising standards has attracted Americans' attention to factors that improve student learning. An examination of the relationship between teacher knowledge and student performance is offered in this report. The text summarizes what research suggests about various kinds of teacher education, the professional development teachers need in order to learn how to teach to high standards, and the relationship between teacher knowledge and student achievement and what matters for teacher effectiveness. It details what states are doing to provide these opportunities for teacher learning and with what effects. The narrative focuses on problems in the preparation of U.S. teachers and provides international comparisons of teacher development. It discusses whether other countries are able to support teaching more effectively than the U.S., and it reports some of the recommendations of the National Commission on Teaching and America's Future. Some examples of effective professional development programs are described along with some promising state strategies for improving teaching, such as standards-based reforms of teaching. It is suggested that professional discourse develop around problems of practice and that learning from the analysis of practice be emphasized in teacher education. (RJM)

ED 426 492 EA 029 592

Larson, Lisa
The Constitutionality of Education Vouchers under State and Federal Law. House Research Information Brief. Revised.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Constitutional Law; *Educational Vouchers; Elementary Secondary Education; Federal Government; Private School Aid; School Choice; *State Church Separation; State Government

An examination of the constitutionality of education vouchers is presented in this paper. It discusses Minnesota's relevant

PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accountability; Curriculum; Educational Change; *Educational Policy; Elementary Secondary Education; Program Effectiveness; *School Effectiveness

The Southern Regional Education Board (SREB), in cooperation with state leaders, has identified five policy areas that are crucial parts of a comprehensive school-accountability program. An overview of these policy areas is provided in this text. The five areas are content and student-achievement standards; testing; professional development; accountability reporting; and rewards, sanctions, and targeted assistance. Effective content and student-achievement standards are developed with a "consumer orientation" that includes communication with teachers, parents, and the public; such standards should be reasonable and attainable. Testing should embrace reliability and validity, have a clear purpose, be operationally feasible, and be aligned directly to content standards. Professional development should be focused on results in student achievement, be flexible and responsive to school needs, and be adequately funded. In conjunction with all these aims, accountability reporting must emphasize student achievement and educational results, be useful for school improvement, be concise and understandable, and provide timely and accurate information. The final component of school accountability involves rewards, sanctions, and targeted assistance. These elements must be fair, consistent, and equitable; be based on clear rules; be balanced with one another; and reward results. (RJM)

ED 426 511 EA 029 622

Fiore, Thomas A.; Cashman, Erin R.
Review of Charter School Legislation Provisions Related to Students with Disabilities.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Charter Schools; Disabilities; *Educational Legislation; Educational Needs; Elementary Secondary Education; *School Effectiveness; *State Legislation; State Regulation

A study examined ways that charter schools serve children with disabilities. This report provides the results of field-based data collection with parents, teachers, administrators, and students on how well charter schools are working with students with disabilities. It presents evidence on the reasons parents are enrolling students with disabilities in charter schools; the nature of services provided to these students, especially in contrast to the students' previous schools; outcome goals of charter schools; student-outcome measures charter schools employ; and the extent of students' success in the charter schools based on the schools' outcome goals, the states' accountability standards, and parents' outcome expectations. The text focuses on ways that state legislatures have directly addressed special education and students with disabilities, which should help with site selection for visits to a national

School-based Services. Chapter 4.
PUB DATE- 96
NOTE- 41p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Agency Cooperation; Ancillary School Services; *Behavior Disorders; Children; Counseling; Delivery Systems; Disability Identification; Elementary Secondary Education; Emotional Development; *Emotional Disturbances; *Integrated Services; Mental Disorders; *Mental Health; Models; Outcomes of Treatment; Pupil Personnel Services; Severity (of Disability); Social Development; Substance Abuse

This collection of papers presented at a 1996 conference on children's mental health focuses on school-based services. The eight papers have the following titles and authors: (1) "Facilitating the Social/Emotional Development of Middle School Students: A Model for Improving School-Based Curriculum" (Craig Barringer and Doug Cheney); (2) "School-Based Wraparound: How Implementation and Evaluation Can Lead to System Change" (Lucille Eber and others); (3) "Identification of Students with SED: Correlates of State Child-Count Data" (Donald Oswald and Martha Coutinho); (4) "Comparison of Children and Adolescents with Serious Emotional Disturbance Served in Hospital and School" (Suzanne Markel-Fox and others); (5) "One Year Outcome Findings of the Vanderbilt School-Based Counseling Evaluation Project" (Vicki S. Harris and others); (6) "Interagency Collaboration Efforts with Families with Severe School Refusal Problems" (Fiona Thomson and Mary E. Evans); (7) "Day Treatment for Children with Emotional and Behavioral Disorders: A Program Evaluation" (Jerry Oestmann); and (8) "Designing, Implementing, and Evaluating a School-Based Psychoeducational Group for Children with Behavioral Problems from Families with Substance Abuse Issues" (Martha Morrison Dore and others). (Individual papers contain references.) (DB)

ED 426 530 EC 306 963

The Child Welfare System. Chapter 5.
PUB DATE- 96
NOTE- 36p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Child Welfare; Children; Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; *Foster Care; Intervention; Mental Disorders; *Mental Health; Program Evaluation; Research Methodology; Urban Education

This collection of papers presented at a 1996 conference on children's mental health focuses on the child welfare system. The five papers have the following titles and authors: (1) "A Controlled Study of Foster Children with Emotional/Behavioral Disturbances: Equivalence of Groups across Characteristics" (Barbara Lee and others); (2)"Impact of an Experiment Foster Care Intervention on Emotional and Behavioral Adjustment:

turnover of public school teachers in K-12 special and general education. Data were derived from three large national probability samples of teachers taken over a six-year period from 1987 to 1994. A summary of the results is in two sections. The first section, on trends in teacher supply, covers established teachers, the demand for entering teachers, the trends in entering teachers and entering first-time teachers, and the trends in re-entering experienced teachers. The second section presents data on trends in teacher turnover including exit attrition from the teaching force, switching between special and general education teaching, retention of teachers in the same school, reassignment of teachers to different schools within the same district, and trends in the migration of teachers to schools outside their home district. The four tables present detailed data on: (1) the trends in the percentages of teachers by four supply sources for three school years; (2) the trends in the percentages of entering teachers by four sources of supply for three school years; (3) the trends in field switching and attrition of teachers in special and regular education (trends over three school years); and (4) the trends in school transfer of teachers in special and general education (trends over three school years). Two appendices include an explanation of data analysis methods and a glossary. (DB)

ED 426 550 EC 306 986

State Mediation Systems. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Conflict Resolution; *Disabilities; Due Process; Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Legislation; Parent School Relationship; *Special Education; *State Programs; Surveys
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997; *Mediation; State Directors of Special Education

This report presents an analysis of the results of a survey of State Directors of Special Education on their state mediation systems. It notes requirements under the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) that a mediation process must be available to parents desiring its use in conflict resolution. This report presents a narrative analysis of the answer to each of the survey's seven questions as well as a chart comparing states (and the Department of Defense school system and the Palau system) on the following parameters: existence of a mediation system prior to IDEA 97; whether qualifications are established; the provision of training and ongoing support; funding source; agency responsible for mediation; whether a meeting is required if mediation is refused; and whether local education agencies have established a meeting rule. (DB)

ED 426 551 EC 306 987

Paraeducators. Quick Turn Around (QTA) Forum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English

model for students with deafness acquiring and learning two languages. The Star Schools project also was tasked with designing an effective system of staff development within residential schools for the deaf to guide teachers in the use of effective instruction to maximize students' affective, cognitive, social, American Sign Language (ASL) proficiency, English literacy acquisition, and academic achievement through the use of two languages: ASL and English. This report summarizes the first year's research on the implementation of staff development for teachers of children with deafness. Fifteen elementary school teachers from two residential schools for the deaf participated in a year-long staff development program. This program included 36 hours of seminars in bilingual/ESL theories. Analysis of reflective logs indicate that the seminars prodded teachers to reexamine their beliefs about how students with deafness acquire language and literacy. Appendices include course syllabi and answers to questions regarding bilingualism, first and second language acquisition, and teaching techniques that emerged from discussions with teachers and other professionals concerned with implementing bilingual education for students with deafness. (Contains more than 200 references.) (CR)

ED 426 569 EF 005 066

Integrated Management of Structural Pests in Schools.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Guidelines; Pesticides; *Pests; Program Implementation; *Public Schools; Staff Orientation; State School District Relationship
IDENTIFIERS- *Illinois; Insects; *Integrated Pest Management; Program Monitoring; Rodents

The state of Illinois is encouraging schools to better inspect and evaluate the causes of their pest infestation problems through use of the Integrated Pest Management (IPM) guidelines developed by the Illinois Department of Public Health. This guide reviews the philosophy and organization of an IPM program for structural pests in schools, identifies ways to reduce dependence on pesticides in school buildings, and discusses alternative methods for pest management. It offers a step-by-step methodology for establishing an IPM program in schools that includes educating and training of staff, inspecting and monitoring for potential problems, setting action threshold levels for pest control conditions requiring remedial action, applying IPM strategies to control pests, and evaluating results. It is noted that these guidelines are not for lawn and turf pests. Appendices provide examples of a school pest management policy statement and pest management specification. (Contains 17 references). (GR)

ED 426 570 EF 005 076

Cornell, Dewey G.
Designing Safer Schools for Virginia: A Guide to Keeping Students Safe from Violence. Building Blocks to Better Learning Series.
PUB DATE- 98
NOTE- 53p.

and interpreting meaning, it is recreated again. (Contains 90 references.) (MSE)

ED 426 593 FL 025 634

ACTFL Performance Guidelines for K-12 Learners.
PUB DATE- 98
NOTE- 13p.; For "Standards for Foreign Language Learning", see ED 394 279.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Behavioral Objectives; Elementary Secondary Education; *Evaluation Criteria; *Language Proficiency; Second Language Instruction; *Second Language Learning; Student Evaluation
IDENTIFIERS- *ACTFL Proficiency Guidelines

The ACTFL (American Council on the Teaching of Foreign Languages) Performance Guidelines for K-12 Learners expand on the second language proficiency guidelines established in 1982 by focusing on second language use by students who participate in elementary, middle, and high school foreign language programs. Unlike adult language users, K-12 students are in a continuous process of cognitive development that influences their ability to perform language tasks, and they acquire their language skills in the controlled environment of the language classroom. The new guidelines take these factors into consideration as they set forth characteristics of language users at the various stages of learning. The materials included here are an introduction to the guidelines and their purpose, organization, and use, and a poster outlining the specific performance criteria for three learner ranges (novice, grade K-4, 5-8, or 9-10; intermediate, grade K-8 or 7-12; and pre-advanced, grade K-12) in six performance areas (comprehensibility, comprehension, language control, vocabulary use, communication strategies, cultural awareness). Within each performance area, criteria are given for interpersonal, interpretive, and presentational performance. (MSE)

ED 426 594 FL 025 635

Fukuda, Takashi
A Discourse-Oriented Grammar of Eastern Bontoc.
PUB DATE- 97
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Descriptive Linguistics; Discourse Analysis; Foreign Countries; *Grammar; *Language Patterns; Language Research; Linguistic Theory; Morphology (Languages); *Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- *Bontok

The study presents a grammar of Eastern Bontoc, an Austronesian language of the northern Philippines that includes five village dialects and has about 8,000 speakers. Data are from transcribed recordings of primarily one dialect, gathered in 1977-80. The discourse-oriented grammar is outlined in six chapters: an introduction to the language, its speakers and dialects, the scope of the study, and principles of segmental phonology and morphophonemics; theoretical considerations

Sharkey, Judy
Old Dogs Can Learn New Tricks (If They Choose). (Student and Teacher Self-Assessment in an EFL Classroom in Pakistan).
PUB DATE- 90
NOTE- 116p.; Master's Paper, School for International Training. Appended papers contain pages with illegible print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Classroom Techniques; Cognitive Style; *English (Second Language); Foreign Countries; Learning Strategies; Second Language Instruction; *Self Evaluation (Individuals); *Sociocultural Patterns; *Student Evaluation; *Teacher Evaluation
IDENTIFIERS- Pakistan

This report details one English-as-a-Second-Language (ESL) teacher's effort to empower students to become more effective learners during a 10-week teaching experience in Pakistan. The process entailed students' analyzing their own learning styles and strategies, learning new ones, applying them, reflecting on their experiences, and making choices regarding future learning. Using this cycle as a base, the teacher worked toward helping students develop skills that would enable them to assess both themselves as learners and also what they had learned. The teacher followed a similar process in an effort to become a more effective teacher. The report first describes the teacher's personal experiences with teaching leading up to this experiment, then details the 10-week program, and concludes with reflections on the experience. Completed feedback and assessment forms used during the project are appended. (MSE)

ED 426 617 FL 025 673

Gregory, Eve, Ed.
One Child, Many Worlds: Early Learning in Multicultural Communities. Language and Literacy Series.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Bilingualism; Case Studies; Classroom Environment; *Cultural Pluralism; *Early Childhood Education; *Family Influence; Language Acquisition; Language Research; *Language Role; Learning Processes; Parent Role; Parent Teacher Cooperation; Peer Influence; Second Language Learning; Second Languages; Siblings; Story Reading; Story Telling; *Young Children
IDENTIFIERS- Biliteracy

By drawing on the experiences of children aged 3 to 8 attending schools in Britain, Germany, Iceland, Australia, and the United States, 11 case studies of young children provide insight into what it means for children to enter a new language and culture in school. The case studies are: "Learning through Difference: Cultural Practices in Early Childhood Language Socialisation" (Allan Luke, Joan Kale); "Two Sisters at School: Issues for Educators of Young Bilingual Children" (Rose Drury); "Continuities and Discontinuities: Teaching and Learning in the Home and School of a Puerto Rican Five Year Old" (Dinah Volk); "Stories from Two Worlds: Bilingual Experiences between Fact and Fiction" (Michaela Ulich, Pamela Oberhuemer); "A Child Writes from Her Everyday World: Using Home Texts To Develop Biliteracy at School" (Charmian Kenner); "Investigating Literacy in London: Three Generations of Readers in an East End the State University of Sao Paulo. Chemists employed by the first company, a French multinational, recognized the economic aspects of the business and their work and were able to balance the technical and managerial functions of their jobs. Chemists employed by the second company, a family-run Brazilian concern, demonstrated neither particular enthusiasm or conflicts over their professional role. Chemists employed by the third company, an Argentinean multinational that had gone through several management changes, had trouble recognizing the economic aspects of their work and instead focused almost entirely on the technical nature of their jobs. The professional profile of chemists in Brazil is discussed in light of the chemistry curriculum at the three universities from which the participants graduated. (Contains 35 references.) (MDM)

ED 426 637 HE 031 719

Clott, Christopher; Fjortoft, Nancy
Culture and Strategy in Business Schools: Links to Organizational Effectiveness.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Business Administration Education; *College Administration; Colleges; Foreign Countries; Higher Education; Horizontal Organization; *Organizational Climate; *Organizational Effectiveness; Power Structure; *School Culture; Universities; Vertical Organization
IDENTIFIERS- Canada; United States

This study examined the independent and conditional effects of organizational culture type and managerial strategy on the organizational effectiveness of higher education schools of business. A total of 333 deans and chairs of business schools in the United States and Canada completed a survey instrument that addressed variables related to organizational culture, strategic orientation, and seven dimensions of organizational effectiveness. Clan and market cultures characterized approximately half of the institutions surveyed, with hierarchical institutions comprising the remainder. It was found that clan cultures were found to be more effective on three of the effectiveness dimensions (system openness and community interaction, student educational satisfaction, and faculty employment satisfaction) than market or hierarchy cultures. Active management strategies were found to be more effective than passive management strategies on six of the seven dimensions (organizational health, ability to acquire resources, system openness and community interaction, student educational satisfaction, student career development, and faculty employment satisfaction), regardless of type. Overall, it was found that clan cultures were more effective on dimensions that focused on the individual and on the perceived "openness" of the institution. (Contains 41 references.) (MDM)

ED 426 638 HE 031 720

Health Professions Education: Clarifying the Role of Title VII and VIII Programs Could Improve Accountability. Statement for the Record by Bernice Steinhardt, Director, Health Services

NOTE- 210p.; "A skills-building program prepared for the New Paradigm for Effective Workforce Skills with the aid of a grant from National Workplace Literacy Program." Contains some handwritten notes.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; Behavioral Objectives; *Communication Skills; Community Colleges; *Energy Occupations; Group Dynamics; Information Utilization; *Interpersonal Competence; Learning Activities; Lesson Plans; *Listening Skills; Meetings; *On the Job Training; Organizational Development; Participation; Partnerships in Education; Problem Solving; Questionnaires; Resource Materials; School Business Relationship; Speech Communication; Teaching Guides; *Teamwork; Two Year Colleges; Verbal Communication
IDENTIFIERS- Consensus

This document contains the facilitator and participant guides for a course in team building that was developed by a community college for a St. Louis (Missouri) electric company. The facilitator's guide contains the transparency masters, outlines, learning activities, questionnaires, and other handouts required for two course sessions. The first course session, which covers team building, contains materials on the following topics: course outcomes, Maslow's hierarchy of needs; win/lose situations, win/win situations, McGregor's X and Y theory, best/worst organizations, present and future, and anecdotal examples. Presented next are the materials for the second session, which discuss the following aspects of effective communication: one-way versus two-way communication, listening, questioning, nonverbal communication, and verbal communication. The participant's guide includes handouts and learning activities for two course sessions examining the same aspects of team building and effective communication covered in the facilitator's guide plus handouts and learning activities for program sessions dealing with problem solving, participation in meetings, presentations, and consensus building. (MN)

Relationship; Trend Analysis; World Wide Web

This publication explores misconceptions associated with distance learning and distance education. Because distance learning is being shaped by new technologies, it is sometimes considered a new form of education. In reality, distance learning has existed for well over 100 years. Although the Internet and the World Wide Web have increased awareness of distance learning, live video instruction remains the most popular and fastest growing distance education delivery mode. Despite concerns that instruction via the Internet or Web may do little more than replicate traditional computer-based training systems based on behaviorist learning theories, the consensus is that the new technologies really do support the use of cognitive-based learning theories. Compared with learners in conventional classrooms, distance learners must be more focused, better time managers, and able to work both independently and as group members. One unresolved question is whether students really want to engage in distance learning. Although there is no doubt that new technologies have given new life to distance learning, many of the old questions and issues still remain. The challenge is to use any technology or medium in ways that enhance and support learning and that respond to learners' needs. (Contains 17 references) (MN)

Those graduating in medicine and related subjects, education, computer science, engineering, and mathematics have moved into high-level jobs the fastest and have enjoyed the lowest unemployment rates. The numbers of graduates are expected to be broadly stable for the next 3 years. Forty-one tables/figures are included. The addresses of 14 data sources are provided. (Contain 53 references.) (MN)

ED 426 234   CE 077 891

Brauchle, Kenneth C.
United States Armed Forces' Voluntary Education Program: The Effect on Enlisted Servicemember Retention.
PUB DATE- 98
NOTE- 54p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Phoenix, AZ, November 21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; *Educational Attitudes; Higher Education; *Labor Turnover; *Military Personnel; *Military Training; Multivariate Analysis; *Outcomes of Education; School Holding Power; Statistical Analysis
IDENTIFIERS- *Voluntary Participation

The relationship between servicemembers' participation in the U.S. Armed Forces' off-duty voluntary higher education programs and retention of enlisted personnel in military service was examined through a review of existing and new data. The primary data source was a 1992 Department of Defense-sponsored survey of a stratified sample of approximately 32,000 active duty servicemembers and 8,000 military spouses. The survey data were subjected to univariate and multivariate analyses. Additional data were collected through semistructured interviews with a sample of 31 men and women from the Army and Air Force who were participants in the voluntary education program. The quantitative data analysis supported the hypothesis that long-term participation in off-duty education is significantly related to intention to reenlist. When several other variables were considered, however, the overall effect of participation in off-duty education proved to be very small. A fundamental change in the relationship between off-duty education and retention during the past 10-15 years was discovered. It was concluded that the value placed on servicemembers' educational participation has become so embedded within the military environment that the effect of educational participation may be masked by other variables, such as satisfaction with the military way of life. (Contains 24 references) (MN)

and hospitality industry. Course objectives are as follows: helping participants understand and use job-specific vocabulary; receive and understand job-related instructions; communicate with customers to help satisfy their needs; understand and follow job site policies and procedures; and better understand and function in the English-speaking community. Lessons, which consist of objectives, methodology, and student handouts, cover such topics as the following: identifying personal information and completing enrollment forms; understanding instructions; identifying body parts; greeting guests and making introductions; identifying objects in a bedroom and bathroom; responding to customers' requests; conversing in English; telling time, understanding the calendar, weather, and abbreviations; responding to illness; using references and work schedules; discussing foods and menus; using money and banking; understanding alphabetical order, using a telephone book and a dictionary; using idioms; understanding occupations and entrepreneurship; understanding families; celebrating holidays; using correct grammar; and using computers. (KC) problem-solving skills. The WEP's partnering model is based on the following: workplace advisory boards; face-to-face recruitment and stipends to help workers overcome common barriers to program participation (such as child care and transportation problems); worker ownership of the program; worker recognition ceremonies; strong employer investment; the principle that curriculum development is an inventive process that includes task analysis and learner-centered methodologies; and ongoing professional development. Thanks to the WEP, participating workers have achieved measurable increases in their basic and problem-solving skills and participating businesses have reaped the following benefits: less absenteeism, better safety records, greater productivity, improved team building, less waste, and a more stable work force. (Contains 20 references.) (MN)

to educators and employers; discussions of the role of employers in externship programs, career interest pathways, the Secretary's Commission for Achieving Necessary Skills competencies and Colorado Workplace Competencies; lesson plan template; lesson matrix; educator and employer evaluation forms and results; and list (including source addresses) of four guides to developing teacher externship programs. (MN)

ED 426 287   CE 077 994

Gordon, Howard R. D.
Influence of Selected Variables on the Use of Different Assessment Methods as Perceived by Secondary Vocational Education Teachers.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Eastern Educational Research Association Conference (22nd, Hilton Head, SC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Information Utilization; Secondary Education; *Secondary School Teachers; State Surveys; Statistical Analysis; *Student Evaluation; *Teacher Attitudes; *Test Results; *Vocational Education
IDENTIFIERS- *West Virginia

A study examined how West Virginia secondary vocational education (VE) teachers use student assessment information in making instructional decisions. A 5-part questionnaire designed to determine how 6 types of student assessment methods were being used in addressing 10 instructional decisions was administered to a randomly selected cluster sample of 240 of all 647 West Virginia teachers who taught full time in 1997-1998. Of those surveyed, 144 (60%) returned usable questionnaires. Multiple regression analysis was used to determine the variance in the use of assessment information as explained by selected independent variables. The respondents, who averaged 15.02 years of teaching experience and 9.66 years of related work experience, considered information generated from performance assessment the most useful type of assessment information. The remaining five sources of assessment information was ranked as follows (from most to least important): informal observation, objective test items, standardized test scores, essay items, and portfolios. Results suggest that secondary VE teachers need the following in order to make changes that are conceptually meaningful: appropriate materials to try and adapt; time to reflect and develop new instructional approaches, and ongoing support from experts to learn the conceptual bases behind intended reforms. (Contains 18 references.) (MN)

Educational Needs; *Job Skills; Learning Activities; Learning Modules; Literacy Education; *On the Job Training; Planning; Pretests Posttests; Supervisory Training; Teaching Guides; Teaching Methods; Transparencies; *Workplace Literacy

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. The module is intended to meet the learning needs of production workers who may have limited basic skills or literacy. This module, which addresses making suggestions, encourages and prepares workers to share their suggestions and become active participants in formal and informal suggestion programs. Workers using the module learn to assess the value of their ideas, and present their suggestions convincingly. This module contains six 1-1/2 hour lessons that cover the following topics: (1) looking for better ways of doing things; (2) getting the information you need; (3) the importance of planning; (4) designing clear and concise messages; (5) putting ideas on paper: preparing presentations; and (6) selling your ideas. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that contains lessons on the supervisor's role and making suggestions: presentations. (KC)

ongoing, dynamic process to be proactively addressed throughout one's practice. Rather than learning a static list of cultural characteristics, the therapist should take a stance of being respectfully naive and curious, provide a safe environment for cultural stories to unfold, then reflect insights nonjudgmentally. Psychotherapists must receive more specific training on cultural competence. Six important components of training in cultural competence are listed. (EMK)

ED 426 327 CG 029 011

Zarin, H. K.
The Comparison of Depression in Ill and Healthy Adolescents in Iran.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cancer; Chronic Illness; *Depression (Psychology); Foreign Countries; *Hospitalized Children
IDENTIFIERS- Iran

The development of depression in ill and healthy adolescents is explored and the question of whether hospitalization is accompanied by improvement in depression among cancer and non-cancer patients is addressed. Two studies, one between and one within subjects, longitudinal design with repeated measurement over 4 months, were carried out. MANOVA and ANOVA analyses were used. The three groups of subjects were (1) patients with cancer (N=30; mean age=15.5 years); (2) patients with some other disease (N=30; mean age=15.8 years); and (3) normal subjects (N=30; baseline age=16 years). Mean hospitalization was 55 days. The Beck Depression Inventory was used to assess depression. The pretest revealed a significant difference among the three groups in depression. After 4 months results show (1) depression was positively correlated with hospitalization stays of patients, and (2) there is a significant relationship between patients' (both groups) and healthy adolescents' depression. This study underscores the importance of evaluating patients' hospitalization stay in comparison with normal adolescents. (EMK)

NOTE- 64p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; *Critical Reading; Foreign Countries; Planning; *Reading Comprehension; *Reading Processes; *Reading Strategies; Secondary Education
IDENTIFIERS- Francophone Education (Canada); *Reflective Reading Thinking Activities; Reflective Thinking

This activity notebook is intended to help French-speaking students in Alberta, Canada, develop reflective reading practices. Following an introduction and information (with graphics) on the notebook's organization, the notebook is divided into three sections of reading strategies: the first section contains three activities, the second section contains two activities, and the third section contains one activity. Appended are optional reading activities, tests, and planning activities. (NKA)

This report describes the reading proficiency of Hawaii fourth-graders and compares their overall performance to students in the West region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Hawaii on the NAEP reading scale was 204 compared to 216 nationwide. (SR)

NAEP reading scale was 229 compared to 216 nationwide. (CR)

ED 426 379 CS 013 388

NAEP 1992 Reading State Report for New Jersey. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Jersey; State Reading Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In New Jersey, 2,239 students in 96 public schools were assessed. This report describes the reading proficiency of New Jersey fourth-graders and compares their overall performance to students in the Northeast region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in New Jersey on the NAEP reading scale was 224 compared to 216 nationwide. (CR)

NAEP 1992 Reading State Report for Wisconsin. The Trial State Assessment at Grade 4.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 205p.; For the entire report covering the nation and the states, see ED 369 067. For the separate report on Colorado, see ED 369 068; for the other 42 separate reports for 40 states, District of Columbia, and Guam, see CS 013 364-405.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Grade 4; Intermediate Grades; *National Competency Tests; Public Schools; *Reading Achievement; Reading Research; *Standardized Tests; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Reading Assessments; Trial State Assessment (NAEP); *Wisconsin

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment (TSA); for the first time in NAEP's history, voluntary state-by-state assessments were made. In 1992, the NAEP Program included an expanded TSA in fourth-grade reading. The 1992 reading assessment considered students' performance in situations that involved reading different kinds of materials for different purposes. The fourth-grade assessment measured two global purposes for reading--reading for literary experience and reading to gain information. In Wisconsin, 2,712 students in 122 public schools were assessed. This report describes the reading proficiency of Wisconsin fourth-graders and compares their overall performance to students in the Central region of the United States and the nation (using data from the NAEP national assessments). The distribution of reading results and reading achievement level results are provided for subpopulations of students (race/ethnicity, type of location, parents' educational level, and gender, and performance according to purpose for reading). To provide a context for the assessment data, participating public school students, their reading teachers, and principals completed questionnaires which focused on: policies and practices related to reading (time for instructional activities and instructional resources for reading); delivery of reading instruction (instructional materials and activities, workbooks/worksheets/writing, discussion and group activities, time to read, reading and use of libraries, assessing progress in reading); reading instructors (preparation, experience and professional development); students' home support for literacy (reading outside of school and in the home and hours of television watched per day). The average reading proficiency of fourth-grade public school students in Wisconsin on the NAEP reading scale was 225 compared to 216 nationwide. (CR)

"Electronic Pedagogies," contains four essays: "The Persistence of Authority: Coercing the Student Body" (Todd Taylor); "Rhetoric of the 'Contact Zone': Composition on the Front Lines" (Terry Craig, Leslie Harris, and Richard Smith); "Reading the Networks of Power: Rethinking 'Critical Thinking' in Computerized Classrooms" (Tim Mayers and Kevin Swafford); and "Writing Teachers, Schools, Access, and Change" (Patricia Fitzsimmons-Hunter and Charles Moran). (CR)

ED 426 415 CS 216 572

Hancock, Joelie, Ed.
Teaching Literacy Using Information Technology: A Collection of Articles from the Australian Literacy Educators' Association.
PUB DATE- 99
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; *Computer Uses in Education; Elementary Secondary Education; Foreign Countries; Higher Education; Information Processing; *Information Technology; *Internet; Language Arts; *Literacy; Teaching Methods; Writing Instruction
IDENTIFIERS- Australia

The book offers practical information for classroom teachers and teacher educators on effectively incorporating computer technology in the classroom. The book focuses on the change associated with the growing presence in educational institutions of the new communication and information processing technologies, which is most significant for language and literacy educators. The book is dedicated to the theme of literacy and the new technologies, with all the articles focusing on exploring the intimate connections between language and literacy practices and the uses of digital media and telecommunication technologies in educational settings. Articles in the book are: (1) "Using Information Technology in Language and Literacy Education: An Introduction" (Ilana Snyder); (2) "Integrating Computers into the Literacy Curriculum: More Difficult Than We First Imagined" (Ilana Snyder); (3) "Reflections on Research in Computers and Composition Studies at the Century's End" (Gail Hawisher and Cynthia Selfe); (4) "Reading and Writing the Internet" (Phil Moore); (5) "Everything Is Connected: An Information Technology Program Comes Together" (John Travers); (6) "Making Moves with Information Technology: An Information Technology Centre Works Closely with the Resource Centre in a Small School" (Wendy Edwards); (7) "Nasties on the Net: Media Hype or Major Concerns for Schools?" (Ken Dillon); (8) "One Small Step..." (Vivienne Hand); (9) "CD-ROMs as an Information Source" (Lesley Russell); (10) "Conversations with Teachers: Talking with Lorraine Hook"; and (11) "Conversations with Teachers: Talking with Judy Simms." (CR)

Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anthropology; College Freshmen; *Educational Planning; Evaluation Methods; Freshman Composition; Higher Education; *Introductory Courses; Program Development; School Holding Power; *Speech Communication; *Student Attitudes; Urban Universities
IDENTIFIERS- *Learning Communities; *University of Arkansas Little Rock

At the University of Arkansas at Little Rock (UALR), an urban university, students drop out of college on a regular basis. Developing a community of linked courses appears to be an effective way of reaching the university's goal of helping students stay in school past the critical first semester when many of them tend to leave. Seeking to help students during that critical first year, UALR supported an experimental effort to link three basic courses: anthropology, rhetoric and writing, and speech communication. To make the learning community effective, assessment efforts were undertaken by the faculty 3 months before the project began. Goals and cognitive learning objectives were developed to determine success--success would be measured on the knowledge level, comprehension level, and evaluation level. Ultimately, 25 students enrolled in learning the community. Assessment procedures consisted of pre- and post-attitude surveys, pre- and post-focus groups, course portfolios, reflective journals, and a pre- and post-analysis of a "Doonesbury" cartoon. Results indicated that learning community students performed better and achieved higher grades in their speech communication course and also performed well in their writing and anthropology courses. On the attitude survey, 88% of learning community students agreed that it is important to recognize the connections among other course content, and 84% maintained that the learning community had helped them to see those connections. Findings suggest that students had gained from their interpersonal activities in all three courses. Assessments indicated a positive result for the university's first attempt at a learning community. (NKA)

DESCRIPTORS- *Academic Achievement; *Academic Standards;
Educational Change; Elementary Secondary Education; Grade
Repetition; Student Placement; *Student Promotion
IDENTIFIERS- *California

This booklet examines ways to promote student success in a California standards-based system. It reviews the history of social promotion and retention in the United States and suggests why it is time to move beyond the "either/or" mindset. The booklet suggests that neither social promotion nor retention solves the basic problem of students' lack of success, and although retention may be appropriate in certain individual circumstances, it is not likely that repeating students will receive different curricular offerings or instructional approaches. The debate concerning social promotion versus retention must also be viewed in the context of accountability. Students must be expected to produce high-quality work, and teachers should develop lessons that engage students in powerful learning experiences. When establishing an effective, standards-based system of public education, it is necessary to identify approaches and use them so that students can successfully progress through school with their age-appropriate peers. Ways in which students meet standards cannot be separated from issues of teacher expertise, professional development, curricular alignment, assessment, school organization, and funding. Changes in classroom practice and reorganization of schools are not enough; the entire school community must support schools in new ways. (RJM)

PUB DATE- 98
NOTE- 442p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Numerical/Quantitative Data (110)
DESCRIPTORS- *Administration; Charter Schools; *Educational Policy; Educational Vouchers; Elementary Secondary Education; *Governance; Public Schools; *School Choice; *School Organization; Tables (Data)

This volume contains revised versions of 16 essays presented at a conference, "Rethinking School Governance," hosted by Harvard's Program on Education Policy and Governance in June 1997. Part 1, "Introduction," contains two chapters: (1) "School Choice: A Report Card" (Paul E. Peterson); and (2) "The Case for Charter Schools" (Bryan C. Hassel). Part 2, "School Choice and School Reform," contains three chapters: (3) "Governance and Educational Quality" (John E. Brandl); (4) "Civic Values in Public and Private Schools (Jay P. Green); and (5) "Policy Churn and the Plight of Urban School Reform" (Frederick M. Hess). Part 3, "Public School Choice," contains five chapters: (6) "Analyzing School Choice Reforms That Use America's Traditional Forms of Parental Choice" (Caroline M. Hoxby); (7) "Interdistrict Choice in Massachusetts" (David L. Armour and Brett M. Peiser); (8) "Charter Schools as Seen by Students, Teachers, and Parents" (Gregg Vanourek, Bruno V. Manno, Chester E. Finn, Jr., and Louann A. Bierlein); (9) "The Performance of Privately Managed Schools: An Early Look at the Edison Project" (John E. Chubb); and (10) "Charter Schools: Politics and Practice in Four States" (Bryan C. Hassel). Part 4, "Vouchers for Private Schools," contains four chapters: (11) "Comparing Public Choice and Private Voucher Programs in San Antonio" (R. Kenneth Godwin, Frank P. Kemerer, and Valerie J. Martinez); (12) "Evidence from the Indianapolis Voucher Program" (David J. Weinschrott and Sally B. Kilgore); (13) "School Choice in Milwaukee: A Randomized Experiment" (Jay P. Greene, Paul E. Peterson, Jiangtao Du); and (14) "Lessons from the Cleveland Scholarship Program" (Jay P. Greene, William G. Howell, and Paul E. Peterson). Part 5, "Constitutional Issues," contains two chapters: (15) "Why Parents Should Choose" (Stephen G. Gilles); and (16) "School Choice and State Constitutional Law" (Joseph P. Viteritti). (Contains 112 tables and 23 figures.) (RIB)

constitutional provisions, constitutional challenges to education vouchers in other states, and federal constitutional provisions that are implicated in these discussions. In Minnesota, various challenges have been raised regarding the use of public money to support parochial schools. In Massachusetts a proposed bill to offer $100 in annual financial assistance to every elementary and secondary school student violated that state's constitution, which precludes the use of public money for the purpose of aiding nonpublic schools. The state of Washington, in 1973, struck down the state's newly enacted voucher program that provided assistance to needy and disadvantaged students in grades 1 through 12 attending public and private schools. Wisconsin's voucher program withstood constitutional challenges and continues to operate. The general principle underlying the religion clauses in the U.S. Constitution is that the country will tolerate neither governmentally established religion nor government interferences with religion. Recent Supreme Court decisions, however, have emphasized the government's responsibility to also accommodate religion. Laws must clearly state that government assistance is rendered to students or families, and not to institutions. (RJM) sample of charter schools. The review also provides information useful for tailoring individual data-collection protocols prior to each school visit. The text looks at charter schools' independence from districts, their personnel decisions, their exemption from laws and regulations, their general funding, and their goals. Three appendices offer information on statutory provisions in all the states regarding school organization, exemptions, liability, funding, and other characteristics. (RJM)

ED 426 512 EA 029 625

Anderson, Leslie M.; Turnbull, Brenda J.
Living in Interesting Times: Early State Implementation of New Federal Education Laws.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 98
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Administration; *Educational Finance; Elementary Secondary Education; Finance Reform; Financial Problems; *Program Administration; State Regulation
IDENTIFIERS- *Goals 2000

This report provides baseline information on the early implementation of Goals 2000 and programs reauthorized under Improving America's Schools Act (IASA), analyzing the ways in which state officials who administer finances have responded to the new legislative mandates. The study intended not only to gather information more efficiently through cross-cutting data collection, but also to examine how each program related to the overall reform agenda in the states. The focus is on changes in program administration 2 years after the 1994 enactment of these programs, asking such questions as how state program managers were implementing the laws' provisions and how implementation had changed when compared with state practices under the predecessor programs. Findings show that state administrators offered a mixed assessment of the extent to which their own flexibility had increased in the first 2 years. All administrators made noticeable changes to their procedures in implementing the reauthorized program, but most program administrators gave little evidence that they were monitoring student performance. Compliance monitoring was being replaced with technical assistance--primarily offered to districts that knew when and how to ask for it. (RJM)

Examination of Preliminary Outcomes Using Growth Curve Analysis" (Mark R. Rose and others); (3) "Examining the Nature of the Independent Variable in a Controlled, Wraparound Foster Care Study: What Worked and Why?" (L. Adlai Boyd and others); (4) "The Characteristics of Urban Children and Families Served by Child Welfare Agencies: The Satellite Family Outreach Program" (Jennifer Soderlund and others); and (5) "Mental Health Screening in Foster Care: A Model for Community-Based Service Delivery and Research in Baltimore" (Grady Dale, Jr. and others). (DB)

ED 426 531 EC 306 964

The Juvenile Justice System. Chapter 6.
PUB DATE- 96
NOTE- 18p.; In: A System of Care of Children's Mental Health: Expanding the Research Base. Proceedings of the Annual Research Conference (8th, Tampa, FL, 1996); see EC 306 958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Delinquency; *Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; *Juvenile Justice; Mental Disorders; *Mental Health

This collection of papers presented at a 1996 conference on children's mental health focuses on the juvenile justice system. Papers have the following titles and authors: (1) "Delinquency and Mental Illness: The Intersection of Problems and Systems" (Carolyn S. Breda); (2) "Assessing the Mental Health of Adolescents in the Mental Health and Juvenile Justice Systems" (Jane Timmons-Mitchell and others); (3) "Psychopathology and Symptomatology in Incarcerated versus Hospitalized Youth" (Andres J. Pumariega and others); and (4) "Boot Camp: Is It Working?" (Judy A. Hall). (Individual papers contain references.) (DB)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cross Cultural Training; Definitions; *Disabilities; *Educational Policy; Elementary Secondary Education; Ethnic Groups; Federal Programs; Inservice Education; Minority Group Teachers; *Paraprofessional School Personnel; School Aides; *Staff Development; State Programs; *Teacher Aides; Training

This report provides an analysis of the activities being conducted by 25 federally-funded projects across the country that focus on issues related to paraeducators of students with disabilities. A definition of paraprofessionals/paraeducators is offered with a discussion of their increasing role in the education of students with disabilities in both general and special education settings. Analysis of the projects finds the following common issues being addressed: (1) recruitment of and outreach to paraeducators representing minority and diverse ethnic groups; (2) staff development for paraeducators leading to certification or Associate degree; (3) Bachelor's degree programs for currently or recently employed paraeducators; (4) inservice staff development for paraeducators not leading to certification or degree; (5) meeting the needs of low incidence disabilities; and (6) preservice staff development not leading to certification or a degree. A chart lists projects by state and issues the projects are addressing. (DB)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Audits (Verification); Conflict Resolution; Crime Prevention; Elementary Secondary Education; Evaluation Methods; *Policy Formation; *Prevention; *School Safety; *School Security; *Violence
IDENTIFIERS- *Virginia

In 1997, the Virginia General Assembly passed legislation requiring local school boards to conduct school safety audits for each school under their jurisdiction. Guidelines for helping educators conduct these audits are presented here. This guide is designed to help administrators chart an informed, responsible, and proactive course toward maintaining and promoting a safe environment in Virginia's schools. It opens with a brief overview of the nature and scope of violence in schools today, particularly the significant problem of juvenile violent crimes, and reviews 10 components of a school safety audit. The text offers detailed assessments of school safety needs, such as the development and enforcement of policies, procedures for data collection, and the role of law enforcement. It also lists standards for safety and security personnel. The last section provides some effective violence prevention strategies, including conflict resolution, early intervention programs, drug-education programs, and community-based programs. The conclusion notes that educators should incorporate violence prevention and school security as routine considerations in all aspects of educational design and maintains that school safety audits can contribute to the fulfillment of this responsibility. (Contains approximately 90 references and lists sample items for a school safety survey.) (RJM)

concerning discourse-level structure, classification of discourse genres, and other structural concerns; patterns of structure from word to sentence level; aspects of behavioral discourse genre; characteristics of expository discourse genre; and conclusions. The appendix contains transcripts and translations. (Contains 69 references.) (MSE)

ED 426 595 FL 025 639

Downes, William
Language and Society. 2nd Edition.
PUB DATE- 98
NOTE- 510p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Code Switching (Language); Diachronic Linguistics; Foreign Countries; Language Patterns; *Language Planning; Language Research; *Language Role; Language Standardization; *Language Variation; *Languages; Linguistic Theory; Pragmatics; Semantics; Sex Differences; Social Influences; Sociocultural Patterns; *Sociolinguistics

This introduction to sociolinguistics surveys the various ways that language can be studied as a social phenomenon, examining known relationships between language variation and large-scale social factors and showing how this variation runs along "fault lines in social structure," such as divisions between social classes, the sexes, and different ethnic groups. Topics covered include the domains of language use, language change, code-switching, speech as social action, and the nature of meaning and understanding. This revised edition includes an analysis of language standardization, language conflict and planning, and a critique of the pragmatic theory of communication. It explains and illustrates the notion of register and examines the issues surrounding language ideology and power. (MSE)

Family" (Ann Williams); "Learning To Read, Reading To Learn: The Importance of Siblings in the Language Development of Young Bilingual Children" (Nasima Rashid, Eve Gregory); "Friends as Teachers: The Impact of Peer Interaction on the Acquisition of a New Language" (Susi Long); "Working in Partnership: Parents, Teacher and Support Teacher Together" (Maureen Turner); "Why You Don't Eat Bananas: An Exploration of a Child's Possible Worlds in Story" (Inge Cramer); and "From Karelia to Kashmir: A Journey into Bilingual Children's Story-Reading Experiences within School and Community Literacy Practice" (Leena Robertson). (MSE)

ED 426 618 FL 025 674

Suranna, Keith J.
Utilizing Krashen's Monitor Model in the Integration of the Arts in Second Language Acquisition.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; Classroom Techniques; Educational Strategies; Interdisciplinary Approach; Learning Theories; *Linguistic Theory; Second Language Instruction; Second Language Learning; *Second Languages
IDENTIFIERS- Krashen (Stephen); *Monitor Model

This paper proposes an integration of the arts into second language programs as an effective inexpensive, and creative way to serve second language learners, using Stephen Krashen's Monitor Model as a framework. An overview of Krashen's model describes its five hypotheses: (1) that acquisition and learning are separate concepts; (2) language structures are learned in natural, predictable order; (3) the student uses acquired knowledge to "monitor" his language use; (4) provision of comprehensible input speeds acquisition; and (5) when students are presented with enjoyable learning situations, they are less likely to "filter" what and how they attempt to communicate. A rationale for inclusion of arts education in the second language classroom is then offered, and applied in the context of each of the five hypotheses. Specific class activities and strategies are discussed. (Contains 14 references.) (MSE)

Quality and Public Health Issues, Health, Education, and Human Services Division. Testimony before the Subcommittee on Public Health and Safety, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Allied Health Occupations Education; *Federal Aid; *Federal Programs; Health Personnel; Higher Education; *Medical Education; Minority Groups; *Program Effectiveness
IDENTIFIERS- *Public Health Service Act

This testimony focuses on the reauthorization of the health professions education programs authorized under titles VII and VIII of the Public Health Service Act. It argues that the effectiveness of these programs--which are designed to increase the number of health professionals, improve their distribution in locations that have a shortage of health professionals, and add minorities to their ranks--will remain difficult to measure as long as they are authorized to support a broad range of health care objectives without common goals, outcome measures, and reporting requirements. The testimony maintains that the implementation of the Government Performance and Results Act of 1993 and the "clustering" concept offer an opportunity to address these problems by providing the framework and flexibility to clarify the role of Title VII and VIII programs and direct federal efforts to achieve desired outcomes. It is concluded that unless these steps are taken with a clear eye to addressing the problems, these developments could meet with little success. (MDM)

ED 426 639 HE 031 721

Fincher, Cameron
Quality and Diversity: The Mystique of Process.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Principles; *College Administration; *Cultural Pluralism; *Educational Attitudes; Educational History; *Educational Quality; Educational Trends; *Higher Education; Role of Education; *Total Quality Management

This essay discusses changes in higher education management over the last several decades, focusing on the "mystiques" of the 1990s, total quality management (TQM) and diversity. It notes that since the 1950s, higher education has witnessed many fads in institutional management, from management by technique to management by style to management by process. The essay goes on to examine how TQM has once again focused higher education management on processes in the form of inputs and outcomes. It is argued that, to some extent, TQM is a distraction from other principles important to higher education, namely access, equity, autonomy, and diversity. The essay maintains that diversity itself has developed a special mystique and become a code word for the resolution of complex issues in sociocultural values. It is argued that to free higher education from the "mystique of process" into which many institutions have slipped, society needs to examine carefully the internal inconsistencies of quality and diversity. It is concluded that to improve the quality of teaching and learning, higher education leaders must reaffirm and declare often that the cultivation of the human mind and character is their primary responsibility. (MDM)

ED 426 640 HE 031 723

Hayward, Gerald C.; Breneman, David W.; Estrada, Leobardo F.
Tidal Wave II Revisited: A Review of Earlier Enrollment Projections for California Higher Education.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Economic Factors; *Educational Policy; Enrollment Influences; *Enrollment Projections; *Enrollment Trends; *Higher Education; Retrenchment; State Departments of Education; State Universities; *Statewide Planning
IDENTIFIERS- *California; California Community Colleges; California State University; University of California

This report examined enrollment projections for higher education institutions in California in relation to earlier projections conducted in the mid-1990s that forecasted steep declines in enrollment. It notes that California's remarkable economic recovery over the last several years has allowed it to fund higher education enrollment growth at a rate that has surpassed many of the projections extant in 1995. The report explains that recent projections made by the California Department of Finance and the higher education segments (the University of California, California State University, and California

ED 426 660 HE 031 816

Rich, Elizabeth H., Ed.
National Guide to Funding in Higher Education. Fifth Edition.
PUB DATE- 98
NOTE- 1413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Financial Support; *Fund Raising; *Grants; *Higher Education; *Philanthropic Foundations; School Business Relationship

This directory provides facts on 5,216 foundations, corporate direct-giving programs, and public charities that award grants to higher education projects and institutions. An introduction notes the more precise indexing of the this edition and offers guidelines for grantseeking, sources of grant information, and an analysis of foundation support for higher education. Also included are a glossary, a bibliography of funding in higher education, and a list of resources of the Foundation Center and a list of its cooperating collections. The bulk of the document is comprised of the grantmaker entries, which include data on organizational name, addresses, contact persons, history, source of funds, purpose and activities, fields of interest, financial data, giving priorities, application procedures, and examples of recent grants. Grantmaking organizations are listed alphabetically by organization within state listings. The extensive indexes include an index to donors, officers, and trustees; a geographic index; an index to types of support; two subject indexes (by grantmaker and grant); and an index of grantmaker names. (DB)

ED 426 661 HE 031 817

Facing Change: Building the Faculty of the Future.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.
PUB DATE- 99
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *College Faculty; Educational Planning; *Educational Policy; Faculty College Relationship; *Faculty Development; Faculty Evaluation; Higher Education; *Needs Assessment; Nontenured Faculty; Organizational Change; Policy Analysis; Policy Formation; Position Papers; Self Evaluation (Groups); *State Colleges; Tenured Faculty

This report, sponsored by a coalition of District of Columbia-based higher education associations and public higher education systems, examines a wide range of faculty employment policies. The project was undertaken to encourage a proactive approach to preparing the higher education workforce for the 21st century and to address concerns of parents, students, and policymakers about the efficiency, effectiveness, and affordability of public higher education institutions. The report is organized under three broad categories: (1) faculty employment, including terms of employment (tenure and nontenure track, probationary periods, contracts, compensation, faculty tasks), recruitment and diversity, and separations (retirement, layoffs, separation for cause); (2) faculty development and faculty reward

ED 426 680 HE 031 838

Fernandez, Yaniris M.; Whitlock, Elaine R.; Martin, Charlene; VanEarden, Kathleen
Evaluation of a First-Year Pilot Program for Academically Underprepared Students at a Private Liberal Arts College.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; *College Freshmen; *High Risk Students; Higher Education; Pilot Projects; Program Effectiveness; *Remedial Programs; *School Holding Power; Social Integration; *Student Experience

This study evaluated a first-year pilot program to improve retention, academic achievement, and student satisfaction of 49 academically underprepared freshmen at Assumption College (Massachusetts), a predominantly white, Catholic, liberal arts institution. Students were identified by low verbal, math, and total SAT (Scholastic Assessment Test) scores, and low high school rank in class. Cohort members were enrolled together in small groups in three required courses, and assigned to a faculty member with whom they met an hour a week, distinguishing the program from that in which other first-year students were enrolled. Retention rates and academic achievement were compared with those of 54 similar students identified the previous year. Students in both the experimental and comparison groups also completed a follow-up survey on the effectiveness of the program or on their first-year experiences and the value they placed on various first-year experiences. Results indicated that pilot program members had lower attrition rates and higher grade point averages after their first year than did control group students. Program students were more sociable with other students from their courses and spent more time with friends pursing a blend of social and academic interests, but were less involved in campus activities in general. The survey is attached. (Contains 32 references.) (DB)

ED 426 681 HE 031 839

Rugutt, John K.; Ellett, Chad D.; Culross, Rita R.
Discriminating Student Learning and Efficacy Levels in Higher Education: Contributions of Classroom Environment and Teaching and Learning Effectiveness.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (January 1998, Houston, TX).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Cognitive Development; College Students; Evening Students; *Higher Education; *Instructional Effectiveness; Learning Processes; Nontraditional Students; *Self Efficacy; Self Evaluation (Individuals); State Universities; *Student Attitudes; Student Evaluation of Teacher Performance; Thinking Skills
IDENTIFIERS- *Louisiana State University; Student Assessment of

DOCUMENT RESUME

ED 426 699 IR 057 264

Harris, Barbara; Kohlmeier, Kris; Kiel, Robert D.
Crime Scene Investigation.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Class Activities; Cooperative Learning; Crime; Criminal Law; English Instruction; Evidence (Legal); Instructional Materials; *Integrated Activities; *Interdisciplinary Approach; Intermediate Grades; Language Arts; Law Enforcement; Learning Activities; Middle Schools; News Reporting; *Problem Solving; Role Playing; Science Instruction; Secondary Education; Social Studies; *Teamwork; Thematic Approach; Thinking Skills
IDENTIFIERS- *Criminal Investigations; Forensic Science; Mysteries (Literature); Trials

Casting students in grades 5 through 12 in the roles of reporters, lawyers, and detectives at the scene of a crime, this interdisciplinary activity involves participants in the intrigue and drama of crime investigation. Using a hands-on, step-by-step approach, students work in teams to investigate a crime and solve a mystery. Through role-playing and research, students collect and analyze evidence, interview witnesses, write news articles, create a police report, and apply for courtroom jobs. While generating excitement, these activities build thinking and problem-solving skills, and they develop knowledge in English, science, social studies, and other subject areas. An interdisciplinary portfolio helps students see how each aspect of the curriculum is related and blended together to solve the mystery. This book includes detailed instructions and numerous classroom-ready reproducibles. Topics covered include: overview of crime scene investigation; timeline; science activities and preparation prior to the crime scene investigation; preparation of evidence; setting up the crime scene; collecting and analyzing evidence; crime scene portfolio; interviewing witnesses; writing the news article; police report; handwriting analysis; writing a mystery story group activity; reading a mystery novel group activity; applying for courtroom jobs; researching jobs; arrests and trial preparation; the trial; and creating your own crime scene. An index is included. (DLS)

ED 426 700 IR 057 265

Patron Use of and Satisfaction with Services of the Ferndale Public Library, 1997-1998: A Survey. Final Report.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Interviews; Library Materials; Library Personnel; *Library Role; *Library Services; Library Surveys; *Public Libraries; Questionnaires; Reference Services; Tables (Data); Use Studies; *User Needs (Information); *User Satisfaction (Information); Users

DOCUMENT RESUME

ED 426 718 JC 990 036

Green, Kenneth C.
The Roads behind and the Paths ahead.
PUB DATE- 98
NOTE- 11p.; Revised version of a plenary session presentation at the Annual Meeting of the Western Cooperative for Education Telecommunications (Reno, NV, October 16, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Computer Uses in Education; Educational Change; *Educational Technology; Futures (of Society); Higher Education; *Information Technology; Instructional Innovation; *Lifelong Learning

This paper explores the theme of convergence in higher education, focusing specifically on the growing demand for increased access to higher education, lifelong learning to support multiple jobs and careers, and the expanse and availability of resources in information technology. The article is divided into the following sections: (1) Converging Conference Themes, discussing the outdated nature of academic writing on the topics; (2) Technology and the Organization of Academic Work, addressing the need for individuals to accept responsibility for change; (3) Great Aspirations, discussing the high expectations that academics in education have long held for the potential role of computers and other new technologies; (4) Waiting for the Revolution, expanding on the questions that exist regarding information technology-based education, and discussing content, delivery and infrastructure; (5) The Road Behind, focusing on the history of American higher education; (6) The Instructional Mission, defining its components: content, context and certification; (7) Distance Learning: Swapping Convenience for Context; (8) The Paths Ahead--Mapping the Terrain; and (9) Fear and Trembling vs. Market Segmentation, offering a view of the future. (AS)

ED 426 719 JC 990 045

Analysis of Potential Needs for Postsecondary Education Services in Different Regions of Oklahoma.
SPONS. AGENCY- Oklahoma State Regents for Higher Education, Oklahoma City.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *College Students; Community Colleges; *Educational Assessment; Educational Planning; Enrollment; *Higher Education; *Needs Assessment; Tables (Data)
IDENTIFIERS- *Oklahoma

An assessment was made of the potential need for postsecondary education at different levels in Oklahoma. The objective of this assessment was to provide an overall framework within which the Oklahoma State Regents for Higher Education could establish priorities for the development of new learning sites. The assessment did not attempt to examine the need for specific academic programs and services in each region. Basic methodology employed in the assessment was to relate data on

DOCUMENT RESUME

ED 426 739 JC 990 070

Robles, Harriett J.
Interdisciplinary Courses and Programs: Pedagogy and Practice. Recommendations for Planning, Implementation, and Evaluation.
PUB DATE- 98
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Course Content; *Curriculum Development; Educational Change; Higher Education; *Integrated Curriculum; *Interdisciplinary Approach; Program Implementation; Undergraduate Study
IDENTIFIERS- California Community Colleges

This paper traces the development of disciplinarity in higher education, examines the arguments for and against interdisciplinarity, and identifies major issues in the development of interdisciplinary programs in general, particularly at community colleges. The following subjects are explored in detail: (1) relevant terminology, including curriculum, discipline, interdisciplinary, crossdisciplinary, transdisciplinary, multidisciplinary, pluridisciplinary, and integrated; (2) disciplinarity and the development of the undergraduate curriculum in American higher education; (3) issues in interdisciplinarity; (4) curricular change; (5) designing interdisciplinary courses and programs; (6) administration of interdisciplinary programs; (7) interdisciplinary studies in the California Community Colleges; and (8) problem-based learning. This paper argues that barriers to successful implementation of interdisciplinary studies include faculty resistance, lack of administrative support, and the rigidity of existing policies and procedures within the community colleges themselves. Appended are a guide to interdisciplinary syllabus preparation, related journal articles, a California Community Colleges list of the top 49 interdisciplinary studies, "Minimum Qualifications for Faculty and Administrators in California Community Colleges" (Jose Peralez), and "Placement of Courses within Disciplines" (Academic Senate for California Community Colleges). Contains 64 references. (AS)

ED 426 740 JC 990 071

Robles, Harriett J.
Andragogy, The Adult Learner and Faculty as Learners.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Learning; *Andragogy; *Community Colleges; Comparative Analysis; Educational Change; Educational Theories; Faculty Development; *Instruction; Instructional Innovation; Learning Strategies; Teacher Education; Two Year Colleges

Through a synthesis of research and literature, this paper explores factors that motivate human learning and development, specifically in the higher education environment. After discussing andragogy (the science of adult learning), the paper highlights four differences between andragogy and pedagogy: (1) self-concept and the student-teacher relationship: andragogy

ED 426 760 PS 026 963

Strategies To Improve Quality in Subsidized Child Care. CCAC
Issue Brief #8.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Day Care; Grants; Program Descriptions; *State
Federal Aid; *State Programs
IDENTIFIERS- Child Care Costs; Child Care Needs; Day Care
Quality; New Jersey; North Carolina; *Subsidized Child Care
Services; Wisconsin

Recent state efforts reflect a growing commitment to building state child care systems, but increasing child care capacity while simultaneously designing and expanding good quality, new child care systems remains a challenge. On November 17, 1997, the Child Care Action Campaign (CCAC) conducted an audioconference that focused on how Wisconsin, North Carolina, and New Jersey are using federal and state funds and private funding to improve the quality of subsidized child care in both formal and informal settings. The presenters were David Edie, director of the Wisconsin Office of Child Care; Sue Russell, executive direction of Day Care Services Association and the TEACH Early Childhood Project; and Edna Ranck, child care coordinator and the New Jersey Department of Human Services. This issue brief summarizes information from the conference presentations, which addressed the following questions: (1) "How does your state define quality and what methods are being used to improve it?"; and (2) "Which of your successful strategies should other states consider?" (EV)

ED 426 761 PS 026 964

Child Care for Infants and Toddlers and During Non-traditional
Hours. Child Care Action Campaign. Issue Brief #9.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Day Care; Early Childhood Education; Family Day
Care; Policy Formation; Program Descriptions
IDENTIFIERS- *Child Care Needs; Day Care Quality; *Nontraditional
Hours Day Care

The Child Care Action Campaign (CCAC) hosted an audioconference on December 8, 1997 to examine strategies to expand and improve family child care to meet the increased need for infant/toddler care and care during non-traditional hours. This issue brief summarizes the audioconference's presentations. Presenters were Julie Rogers, special projects coordinator at the Florida Children's Forum; Nancy Kolben, executive director of Child Care, Inc. in New York City; and JaNell Welker, co-chair of the Oregon Family Child Care Network, Oregon Commission on Children and Families. The discussion was moderated by Kathy Modigliani, director of the Family Child Care Project at Wheelock College. The presentations described activities and programs underway in each of the presenter's states. The issue brief then discusses, based on presenters' observations, obstacles to increasing supply and improving quality of child care. The brief concludes with discussion of eight policy considerations highlighted by

DOCUMENT RESUME

ED 426 779 PS 027 250

Hofferth, Sandra L.
Healthy Environments, Healthy Children: Children in Families. Child Development Supplement.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Annie E. Casey Foundation, Baltimore, MD.; Grant (W.T.) Foundation, New York, NY.; Department of Agriculture, Washington, DC.; Department of Education, Washington, DC.; Foundation for Child Development, New York, NY.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Child Behavior; *Child Development; Child Health; *Child Rearing; Children; *Educational Attainment; *Family Environment; Family Involvement; *Parent Child Relationship; Parent Influence; Parent Participation; Parents; *Well Being
IDENTIFIERS- *Positive Affect

The study described in this report was intended to provide researchers with comprehensive, longitudinal baseline data on average children and their families. The study focused on positive growth and development by identifying a national sample of children and families for researchers to study. The children were examined in five main areas: (1) relationships with parents, peers and teachers; (2) behavior; (3) socioemotional well being; (4) health, and access to health care; and (5) standardized test results. The study also examined factors affecting children's positive achievement and found that the following factors mattered most: (1) good health; (2) reading; (3) parental presence; and (4) positive parental/child relationship. The study also provided evidence to support the importance of: (1) educated parents; (2) verbally able parents; (3) parents with high expectations; and (4) parents who spend quality time with their children. The report is organized into five sections. Part one provides an introduction to the study, while part two, "Measuring Children's Well Being," describes five indicators of children's well-being. Part three, "How Well Are Children Doing?" analyzes the data on children's well-being by indicator. Part four, "What Matters Most for Children's Achievement and Adjustment?" explains the most important aspects of positive child development. The final section of the report summarizes the general study conclusions. (Author/SD)

ED 426 780 PS 027 253

Hiew, Chok C.
Resilience: Development and Measurement.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Graduate Department of Learning and Curriculum Development, Faculty of Education, Hiroshima University (Hiroshima, Japan, July 24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; Definitions; *Early Adolescents; Family Relationship; Foreign Countries; Interpersonal Competence; Measurement Techniques; Peer Relationship; *Resilience

ED 426 798 PS 027 283

Seng, SeokHoon
Staff Development in Early Childhood Education: An Individualized Approach.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Educational Research Association Conference (Singapore, November 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; Individualized Programs; *Preschool Teachers; *Professional Development; Reflective Teaching

Research on staff development suggests that teachers are more likely to benefit from training if they are able to learn on their own. This paper examines staff development for early childhood professionals, focusing on the need for an individualized approach and applying the findings to preschool education in Singapore. The paper considers the evolution of staff development from a patchwork of courses and workshops into a systematic plan of professional growth and maintains that early childhood educators need further professional training beyond their initial degree. In addition, the paper points to the importance of opportunities for early childhood teachers to reflect upon their teaching and to assess their ability to cope with classroom problems. The paper identifies an individualized approach to staff development that considers the organizational dynamics of the school as the most effective approach. A 5-step process of individualized staff development as described by D. Clough (1991) is summarized: (1) teacher/principal planning conference; (2) professional growth activities; (3) progress update conference; (4) continued professional growth activities; and (5) summative teacher/principal conference. The paper concludes by noting that an individualized approach to early childhood teachers' professional development offers an alternative to the traditional inservice training program. (KB)

ED 426 799 PS 027 284

Echevarria, Pegine
For All Our Daughters: How Mentoring Helps Young Women and Girls Master the Art of Growing Up.
PUB DATE- 98
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescent Development; *Adolescents; Change Strategies; Child Development; *Children; Emotional Development; *Females; Identification (Psychology); Individual Development; Intellectual Development; Interpersonal Relationship; *Mentors; Modeling (Psychology); Money Management; Physical Development; Role Models; Significant Others
IDENTIFIERS- Adult Child Relationship; Identity Formation; *Protege Mentor Relationship; Spiritual Development

As girls face the serious emotional, physical, and developmental challenges during youth and adolescence, external support from a nonparental female role model is an essential, and too

ED 426 818 PS 027 351

Snow, Catherine E.; Burns, M. Susan; Griffin, Peg
Language and Literacy Environments in Preschools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Beginning Reading; *Classroom Environment; Day Care; Early Intervention; Educational Quality; *Emergent Literacy; High Risk Students; Literature Reviews; Preschool Children; *Preschool Education; *Reading Research; Reading Skills
IDENTIFIERS- Daycare Quality; ERIC Digests; *Literacy Environments

Because of the variation in support for literacy development in different homes, many children need high-quality preschool and school environments and excellent primary instruction to be sure of reading success. This Digest discusses the research on preschool literacy environments and their contributions to reading skills development. The overall quality of a child care program has been found to be an important determinant of positive effects on language and preliteracy skills. Studies that have focused on the language environments in preschool classrooms suggest that the quality of adult-child discourse is important, as is the amount of such interaction. Modest enhancements of the quality of classroom experiences show positive effects on children's language development and preliteracy skills. Given the pervasive evidence of differences in language and emergent literacy skills associated with class, culture, and linguistic background, it is heartening that preschool has been shown to benefit children's performance in school. (LPP)

ED 426 819 PS 027 352

Stroud, Judith E.; Stroud, James C.; Staley, Lynn M.
Adopted Children in the Early Childhood Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adopted Children; *Adoption; Bibliotherapy; Classroom Environment; Early Childhood Education; *Teacher Attitudes; *Teacher Role; Teacher Student Relationship; Young Children
IDENTIFIERS- ERIC Digests

Early childhood teachers can help young children develop an awareness of and appreciation for the many kinds of family structures in today's society. This Digest provides suggestions for teachers who may have children in their classroom who were adopted. Strategies include: (1) select curriculum activities and materials that represent diverse families; (2) reconsider the name of "adopt-a" projects in the classroom because the

DOCUMENT RESUME

ED 426 836 RC 021 797

Chalker, Donald M., Ed.
Leadership for Rural Schools: Lessons for All Educators.
PUB DATE- 99
NOTE- 324p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrative Principles; *Administrator Role; *Educational Strategies; Elementary Secondary Education; Instructional Leadership; *Principals; Rural Education; *Rural Schools; *School Administration; School Based Management; School Community Relationship; School Districts; Small Schools; *Superintendents
IDENTIFIERS- *Educational Leadership

Rural schools present unique challenges for school administrators, challenges that require knowledge of various skills in a range of disciplines. This book touches nearly every aspect of rural school leadership. It aims to help educational leaders in small or rural schools better understand their role, and to help all educators learn elements of the rural model that can enhance every school. Chapters are independent studies and are arranged in four sections: the rural setting, rural leadership--the view from the top, rural site-based leadership, and leadership and organizational skills for rural school leaders. The chapters are: (1) "Introduction: Educational Leadership for Rural Schools" (Donald M. Chalker); (2) "The Nature of Rural Schools: Trends, Perceptions and Values" (Mary Jean Ronan Herzog, Robert Pittman); (3) "'It's Deja Vu All Over Again': The Rural School Problem Revisited" (Penny Smith); (4) "The Rural School Board" (Marilyn L. Grady, Bernita L. Krumm); (5) "The Rural Superintendent: Succeeding or Failing as a Superintendent in Rural Schools" (Edward W. Chance); (6) "Personnel and Human Resource Functions in the Rural School District: Some Insights and Directions" (Robert C. Morris, Les Potter); (7) "School Improvement" (Richard M. Haynes); (8) "Leading Rural Schools: Building Relationships and Structures" (J. Casey Hurley); (9) "Southern Schools, Southern Teachers: Redefining Leadership in Rural Communities" (Eleanor Blair Hilty); (10) "Students Are People, Too" (Anna Hicks); (11) "Rural Education: Leadership and Technology" (Robert Houghton); (12) "Nobody Is as Smart as All of Us: Collaboration in Rural Schools" (William Clauss); (13) "School-Community Collaborative Vision Building: A Study of Two Rural Districts" (Edward W. Chance); (14) "Politics and Decision-Making: The Rural Scene" (Donald M. Chalker); (15) "Assessing School District Quality: Contrasting State and Citizens' Perspectives" (Emil J. Haller, Janie L. Nusser, David H. Monk); and (16) "Curriculum Needs for a Rural Native American Community" (Doris Hipps). (Contains references in each chapter, author profiles, photographs, and an index.) (SV)

ED 426 837 RC 021 812

Menchaca, Velma Dora
Achievement Motivation in Eighth Grade Students of Two Ethnic Groups.
PUB DATE- 92
NOTE- 18p.; Paper presented at the Meeting of the Southwest Educational Research Association (Houston, TX, January 30-31, 1992).
LANGUAGE- English

DOCUMENT RESUME

ED 426 858 SE 061 965

Owens, Douglas T., Ed.; Reed, Michelle K., Ed.
Research in Mathematics Education 1997. An Annotated Listing of Research in Mathematics Education Published during 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Higher Education; *Mathematics Education

This annual listing of research in mathematics education contains annotated citations of research papers and monographs dated January 1997 through March 1998 and abstracted for the ERIC database. Journal articles focusing on the interpretation and implications of mathematics education research are also featured. An index of dissertations by institution and a list of journals searched are also included. (WRM)

ED 426 859 SE 061 977

Haury, David L., Ed.; McCann, Wendy Sherman, Ed.
Annual Summary of Research in Science Education 97.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Conference Proceedings; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Higher Education; Journal Articles; *Research Reports; Science Curriculum; *Science Education

This document presents an annotated listing of the research in science education that was reported during 1997. The listing includes educational research reported through doctoral dissertations and master's theses, journal articles, conference papers, electronic documents, and other items. A listing of institutions where the research was completed is given for dissertations and theses. For journal articles, a list of the journals searched and the number of articles found is included. The 1997 version of this annotated listing represents the first time an attempt has been made to capture a broader range of research listings by incorporating electronic documents available on the World Wide Web and by including articles from journals less familiar to science educators. Each entry in the listing has been assigned major and minor codes representing the topic of the research. An index characterizes the entries by major codes. (WRM)

ED 426 860 SE 061 978

Colburn, Alan
Constructivism and Science Teaching. Fastback 435.
PUB DATE- 98
NOTE- 47p.

DOCUMENT RESUME

ED 426 873 SE 062 167

NAEP 1992 Mathematics State Report for Georgia. The Trial State Assessment Program.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 93

NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- *Georgia; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Georgia, 2,766 fourth-grade students in 108 public schools and 2,589 eighth-grade students in 102 public schools were assessed. This report describes the mathematics performance of Georgia fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade

DOCUMENT RESUME

ED 426 885 SE 062 179

NAEP 1992 Mathematics State Report for Mississippi. The Trial State Assessment Program.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 93

NOTE- 207p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- *Mississippi; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Mississippi, 2,712 fourth-grade students in 109 public schools and 2,498 eighth-grade students in 99 public schools were assessed. This report describes the mathematics performance of Mississippi fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade

DOCUMENT RESUME

ED 426 897 SE 062 191

NAEP 1992 Mathematics State Report for Rhode Island. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Rhode Island; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Rhode Island, 2,390 fourth-grade students in 105 public schools and 2,120 eighth-grade students in 51 public schools were assessed. This report describes the mathematics performance of Rhode Island fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade

DOCUMENT RESUME

ED 426 910 SO 028 531

Molnar, Alex, Ed.
The Construction of Children's Character. Ninety-Sixth Yearbook of the National Society for the Study of Education. Part II.
PUB DATE- 97
NOTE- 196p.; For related document, see ED 411 447.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Children; *Citizenship; *Citizenship Education; Codes of Ethics; Elementary Education; Ethical Instruction; Ethics; Integrity; *Moral Development; *Moral Values; Multicultural Education; Social Studies
IDENTIFIERS- *Character Education

This book presents a comprehensive and critical assessment of contemporary character education theory and practice from a variety of perspectives: historical, cultural, philosophical, psychological, empirical, political, and ethical. The essays in this book are divided into five sections intended to help develop a well-grounded understanding of the complex nature of character education in the United States. Section 1, "The Philosophical/Educational/Research Context," offers chapters: (1) "Character Education and Community" (Nel Noddings); (2) "Character Education from Four Perspectives on Curriculum" (William H. Schubert); and (3) "Research and Practice in Character Education: A Historical Perspective" (James S. Leming). Section 2, "Traditionalist Character and Character Education," include: (4) "Educating for Character: A Comprehensive Approach" (Thomas Lickona); (5) "For-Character Education" (Edward A. Wynne); and (6) "Schools, Character Development, and Citizenship" (Jacques A. Benninga). Section 3, "Expansive Views of Character and Character Education," (7) "Connections between Character Education and Multicultural Education" (Geneva Gay); (8) "Chemistry or Character?" (Hugh Sockett); (9) "What Inner-City Children Say about Character" (Beverly Cross); and (10) "School as a Caring Community: A Key to Character Education" (Eric Schaps, Victor Battistich, Daniel Solomon). Section 4, "Critics of Character Education," contains: (11) "The Politics of Character Education" (David Purpel); (12) "The Trouble with Character Education" (Alfie Kohn); and (13) "Commercial Culture and the Assault on Children's Character" (Alex Molnar). Section 5, "Character Education: Searching for a Definition," concludes with the essay "What is Character Education?" (Alan L. Lockwood). (EH)

ED 426 911 SO 028 750

Lokan, Jan, Ed.
Describing Learning: Implementation of Curriculum Profiles in Australian Schools 1986-1996. ACER Research Monograph No. 50.
PUB DATE- 97
NOTE- 463p.; "Contributing Authors: Ken Eltis, Tracey Frigo, Neville Grace, David Howes, Shantha E Jacob; Jan Lokan, Christine Ludwig, Suzanne Mellon, Bruce Mowbray, Glen Pullen, Robert Randll, Jeffiner Stehn, Margaret Willis, Margaret Wu."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Comparative Education; *Curriculum; *Curriculum Evaluation; Curriculum Research; Elementary Secondary Education; Foreign Countries;

DOCUMENT RESUME

ED 426 930 SO 029 849

Mallonee, Richard L.
Goals, Motivation, and Performance.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Goal Orientation; *Group Instruction; Higher Education; Instructional Effectiveness; *Music Activities; *Student Motivation; Student Needs; Teacher Role
IDENTIFIERS- Band Directors; *Goal Theory; *Musical Performance; Performance Monitoring

Recent psychological research in motivation has resulted in several goal orientation theories that have important implications for improving learning and instruction, especially for musical performance groups. Goal theory proposes that there are two general goal orientations students can adopt: a task-focused orientation with an intrinsic focus on learning and improving; and an ability-focused orientation with an extrinsic focus on getting good grades or rewards, doing better than others, or receiving public recognition. By their very nature, musical performing groups invite the development of ability-focused goals. Students are encouraged to strive for the "best" performance, which is often publicly recognized. Many of the competitive aspects of performing groups, however, cannot be eliminated. The aim then becomes how to balance the ability-focused orientation inherent in performance groups with a task-focused orientation that seems to produce stronger motivational and cognitive outcomes. To create a task-focused environment that will promote students' musical growth and maintain quality performance levels, the director should focus on meaningful tasks that emphasize musical literacy, recognize effort and developing skills rather than aptitude or prior musical accomplishments, make evaluations private rather than public, encourage self evaluation, provide opportunities for improvement, and create environments that allow for developing student autonomy and responsibility. (Contains 13 endnotes.) (BT)

ED 426 931 SO 029 852

Shapiro, David
Determinants and Consequences of Young Women's Access to Education in Kinshasa, Congo. Final Report to the Small Grants Program.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Developing Nations; *Educational Attainment; *Females; Foreign Countries; Multivariate Analysis; Social Science Research; Socioeconomic Influences; Surveys
IDENTIFIERS- *Congo (Kinshasa)

DOCUMENT RESUME

ED 426 951 SO 029 878

O'Leary, B. M., Ed.; Govind, V., Ed.; Schwabe, C. A., Ed.; Taylor, J. M., Ed.
Service Needs and Provision in the Free State.
PUB DATE- 98
NOTE- 171p.; For other books in this series, see SO 029 879-883. Colored maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Geographic Materials (133),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Developing Nations; Elementary Secondary Education; Foreign Countries; *Needs; Preschool Education; Profiles; *Services; *Socioeconomic Status; State Surveys; Tables (Data)
IDENTIFIERS- Basic Human Needs; *Geographic Information Systems; Public Services; *South Africa (Free State); Variables

This book, one of a series that uses Geographic Information Systems (GIS) to outline the need for and provision of services (education, health, housing, electricity, roads, telecommunications, postal services, and police services) in each of the nine South African provinces, presents a global view or indicator of the simultaneous influence of the socio-economic status of people and the level of provision of domestic services and public facilities in one province Free State. The view in this book encapsulates its social and service profile, obtained, first, by developing indices for the social and service variables for the district. The book uses a single index, or benchmark, of levels of socio-economic status, household services, and public facilities in each magisterial district, created by combining these indices. According to the book, to provide information about local levels of development knowledgeable persons involved in service delivery in each province were contacted for their comments. The books in the series contain maps, tables, a bibliography, and contributions from spokespersons in non-governmental organizations, universities, government departments, service providers, parastatals, and research organizations. Demographic information used in the book is based on the 1991 census data. (Contains 29 references.) (BT)

ED 426 952 SO 029 879

O'Leary, B. M., Ed.; Govind, V., Ed.; Schwabe, C. A., Ed.; Taylor, J. M., Ed.
Service Needs and Provision in the North West Province.
PUB DATE- 98
NOTE- 173p.; For other books in this series, see SO 029 878-883. Colored maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Geographic Materials (133),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Developing Nations; Elementary Secondary Education; Foreign Countries; *Needs; Preschool Education; Profiles; *Services; *Socioeconomic Status; State Surveys; Tables (Data)
IDENTIFIERS- Basic Human Needs; *Geographic Information Systems; Public Services; *South Africa (North West Province); Variables

This book, one of a series that uses Geographic Information

ED 426 970 SP 038 265

Rossi, Gloria; Tepper, Bev
Ensuring Student Success through Teacher Evaluation.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; Observation; *Teacher Competencies; Teacher Discipline; Teacher Dismissal; *Teacher Effectiveness; *Teacher Evaluation; Teachers; *Teaching Skills

This report presents information for implementing teacher evaluation. The first section explains that the purpose of teacher evaluation is to recognize quality teaching, improve teacher performance and instruction, identify and assist teachers having difficulty, and identify incompetent teaching. Subsequent sections discuss the positive outcomes of quality teacher evaluation; types of evaluation (formative and summative); performance expectations; the professional growth process form; methods and assessments used by teachers in a formative plan; the pre-observation conference; the observation plan; the probationary teacher evaluation form; just cause for termination; legal issues for tenured teachers needing assistance; progressive discipline; an individual growth plan and what should be included in it; remediation; standards for determining incompetence; criteria for dismissal; suggested documentation system; financial aspects of dismissal; and questions and answers. Suggested resources are included. (SM)

ED 426 971 SP 038 266

Culturally Responsive Teachers Inform the Reform Agenda: Recommendations for Policy and Practice.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Content; *Cultural Awareness; Cultural Differences; Cultural Influences; *Cultural Relevance; Curriculum Development; *Diversity (Student); *Educational Change; Educational Quality; Elementary Secondary Education; Professional Development; Social Environment; Student Evaluation; Teaching Skills

This monograph presents information from the American Association of Colleges for Teacher Education (AACTE)-MetLife Institute on Culturally Responsive Practice. The Institute brought together 34 practicing P-12 teachers from 21 states and U.S. territories to read, reflect on, and share their ideas about what it means to teach in diverse classrooms and to think about the policy implications of their conversations. The teachers (MetLife fellows) worked with national scholars to develop a set of recommendations for policymakers to consider in the areas of: (1) practice and pedagogy, (2) curriculum reform, (3) social

DOCUMENT RESUME

ED 426 989 SP 038 287

Babbage, Keen J.
High-Impact Teaching: Overcoming Student Apathy.
PUB DATE- 98
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Administrators; *Apathy; Educational Change; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Parents as Teachers; *Student Motivation; Students; Teacher Improvement; *Teacher Responsibility; *Teacher Student Relationship; Teachers

This book discusses how to make teaching more active, vibrant, imaginative, and innovative. It includes case studies where readers design lessons to follow proposed methods. It also includes a professional development plan for use by administrators with a group of teachers or for self-teaching. Chapter 1, "The Continuing Debate and Some Unexpected Common Ground," presents a Chamber of Commerce report. Chapter 2, "We Are in This Together," discusses a student's perspective of school, different teachers' reactions to the same duty, school purpose, boredom in school, a school culture of fascination, and interaction. Chapter 3, "Interaction between Students and Teachers Builds Fascinating Schools," describes a 1996 survey that asked 20 people from a variety of occupations what students needed to know upon high school graduation, what skills students needed to succeed in the work world, what their best teachers did to make learning fascinating, and how schools can build student interest in learning. This chapter also discusses educational reform and parents as teachers. Chapter 4, "Creating Fascinating Learning Experiences," looks at intellectual and instructional intensity. Chapter 5, "Fascinating Lessons as a Way To Inspire Students," examines how to make learning interesting. Chapter 6, "Implementation via Professional Development," discusses the importance of professional development in the process. Chapter 7, "The Fascinating Adventure," presents a collection of calls to action for teachers and students. (SM)

ED 426 990 SP 038 288

Gaston, Joy S.; Jackson, Jerlando F. L.
Mentoring and Its Implications.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Beginning Teachers; Business; Collegiality; Elementary Secondary Education; *Mentors; Modeling (Psychology); Peer Teaching; Professional Development; *Teacher Collaboration; Teacher Improvement; Teachers

This paper explores the topic of mentoring and its practical implications. Mentoring requirements have changed over time. Today's mentors are influential people who significantly help others reach major life goals. Mentoring has to address broad, dynamic goals in today's society. Benefits for mentors can

DOCUMENT RESUME

ED 427 010 SP 038 313

Kariuki, Patrick; Lester, Debbie
The Perceptions of Head Start Teachers and Kindergarten Teachers on How Well Students Are Prepared for Kindergarten.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Early Childhood Education; Emotional Development; *Kindergarten Children; Physical Development; *Preschool Teachers; Social Development; *Student Characteristics; *Teacher Attitudes
IDENTIFIERS- *Project Head Start

This study investigated the perceptions of kindergarten teachers and Project Head Start teachers on how well Head Start students are prepared emotionally, socially, intellectually, and physically for kindergarten. The sample included 12 kindergarten teachers and 12 Head Start teachers in a county school system located in northeast Tennessee. The teachers completed a survey that was administered at the beginning of the 1997 school year in order for the kindergarten teachers to observe their students who attended Head Start the year before. The data were analyzed using a t-test for independent means. Data analysis showed a significant difference between the perceptions of kindergarten teachers and Head Start teachers on how well prepared Head Start students are emotionally, socially, and intellectually for kindergarten. There was no significant difference in their perceptions for physical preparedness. Overall, the Head Start teachers perceived their students as more prepared for kindergarten than the kindergarten teachers. (Contains 16 references.) (Author/SM)

ED 427 011 SP 038 314

Hamil, Jessie Burnette Wolf
The Influences of Physical Science Problem-Solving Activities in Teacher Education Programs.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Elementary Education; Elementary School Teachers; Higher Education; Logical Thinking; *Physical Sciences; Preservice Teacher Education; *Problem Solving; Student Teacher Attitudes; Student Teachers; *Thinking Skills

The purpose of this study was to determine the effects of problem-solving activities in physical science classes designed for elementary education majors. A post-test only control group design was used, with 50 students participating during a 5-week treatment period. The experimental group performed problem-solving activities, while the control group did not perform any problem-solving activities. Data collection occurred at the end of the treatment period. Instrumentation consisted of the Test of Integrated Process Skills II and the Problem Solving

DOCUMENT RESUME

ED 427 030 TM 029 407

Patton, Timothy K.
Differential Prediction of College Performance between Gender.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; *College Students; *Course Selection (Students); Grade Point Average; Higher Education; *Prediction; *Sex Differences; Standardized Tests
IDENTIFIERS- *ACT Assessment; General Linear Model; *Johnson Neyman Technique

Researchers in the past have found discrepancies in the prediction of college grade point average (GPA) between genders with the use of standardized tests such as the Scholastic Achievement Test (SAT) and the American College Test (ACT). These differences were studied to determine if the potential differences could be attributed to differential course selection across gender. Subjects were selected from 1995 and 1996 graduating seniors at two large Tennessee universities. Johnson-Neyman (P. Johnson and J. Neyman, 1936) analyses and classical hypothesis testing procedures with the dummy-coding General Linear Model were performed for the total sample of 3,428 females and 3,068 males and for each of the five selected majors. Differences in the prediction of college GPA using ACT-Composite scores (ACT-C) across gender were found for the total group. However, these differences were essentially eliminated when course selection was controlled by analyzing data within majors. Findings support the position that differential prediction of college GPA across gender using ACT-C scores is an artifact of differential course selection. (Contains 5 tables and 29 references.) (Author/SLD)

ED 427 031 TM 029 408

Kieffer, Kevin M.
Orthogonal versus Oblique Factor Rotation: A Review of the Literature regarding the Pros and Cons.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- s of Title I" by Ronald K. Hambleton, synthesizes research related to cutting scores. Most chapters contain referenc,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Heuristics; Literature Reviews; Oblique Rotation; Orthogonal Rotation; *Scores; Tables (Data); *Validity
IDENTIFIERS- Exploratory Factor Analysis; *Orthogonal Comparison; *Rotations (Factor Analysis)

Factor analysis has been characterized as being at the heart of the score validation process. In virtually all applications of exploratory factor analysis, factors are rotated to better meet L. Thurstone's simple structure criteria. Two major rotation strategies are available: orthogonal and oblique. This paper reviews the numerous rotation options available in the factor analysis literature, examining the pros and cons of various

ED 427 050 TM 029 431

Barker, Cornelius L.; Searchwell, Claudette J.
Writing Meaningful Teacher Evaluations--Right Now!! The Principal's Quick-Start Reference Guide.
PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; Educational Administration; *Instructional Effectiveness; Student Evaluation; Teacher Administrator Relationship; *Teacher Evaluation; Teacher Supervision; Teaching Skills

Curriculum, instruction, classroom climate, enhancement of self-esteem, and organizing for teaching are readily evaluated by using this manual for teacher evaluation. Five performance areas outlined in part 1 list benchmark skills associated with sound teaching skills: (1) proficiency with curriculum; (2) evaluating student growth; (3) preparation and readiness; (4) instructional performance; and (5) interaction/climate. Part 1 also includes sections titled "Vocabulary Aids" and sections in which statements that can be used to acknowledge excellent performance are offered as "Suggested Pats on the Back." Part 2 offers practical assistance with many of the ancillary areas that the administrator or supervisor faces when evaluating staff. "Common Areas of Concern, with Suggested Remedies" lists basic remedial actions for some of the more common teaching deficiencies. The "Evaluation Organizer," an innovative tool on which observed classroom practices can be noted, allows the busy administrator to transcribe brief notations into in-depth statements. "Sample Written Evaluations" illustrates ways even subtle nuances of teaching performance can be captured. Other useful tools include a cross reference of key terms, a chronology of evaluation activities, a record of evaluations, and a checklist of basic documentation. (SLD)

ED 427 051 TM 029 432

How Are Colorado Students and Schools Measuring Up? A Teacher's Guide to the Colorado Student Assessment Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- 98
NOTE- 18p.; For related document, see TM 029 433.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; *State Programs; *State Standards; *Teachers; Test Construction; Test Results; Test Use; *Testing Programs
IDENTIFIERS- *Colorado Student Assessment Program

As part of a major effort to raise student achievement, Colorado schools have been putting into place rigorous academic content standards that spell out the skills and knowledge students should acquire in core subject areas. This guide contains

DOCUMENT RESUME

ED 427 071 TM 029 452

Christal, Melodie; Gernand, Renee; Sapp, Mary; Korb, Roslyn
Best Practices for Data Collectors and Data Providers: Report of the Working Group on Better Coordination of Postsecondary Education Data Collection and Exchange.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; *Data Collection; Definitions; *Educational Research; Followup Studies; *Higher Education; Research Design; *Research Methodology; *Surveys
IDENTIFIERS- Educational Indicators; *Integrated Postsecondary Education Data System

Many organizations and agencies collect data related to postsecondary education. To improve the coordination of data definitions and surveys, guidelines have been prepared to define the best survey practices for data collectors and data providers. The first section of this document, "Best Practices for Data Collectors," covers the responsibilities of data collectors, designing and distributing data collection instruments, explanatory information, survey followup, and reporting and publication. The second section, "Best Practices for Data Providers," addresses the responsibilities of those who provide data, including tips for providing consistent data, filling out the survey, and submitting and checking the survey. Four appendixes supplement the best practices section. Appendix A describes the Integrated Postsecondary Education Data System of the National Center for Education Statistics. Appendix B contains selected sources of postsecondary data collection, and Appendix C lists a number of major higher education data sources. Appendix D provides 25 selected references for designing and implementing surveys. (SLD)

ED 427 072 TM 029 453

The National Educational Research Policy and Priorities Board: Its Role, Development, and Prospects.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agenda Setting; Educational Planning; *Educational Research; Elementary Secondary Education; *Federal Government; *Government Role; Higher Education; *Information Dissemination; Needs Assessment; *Program Development; Standards
IDENTIFIERS- Improving Americas Schools Act 1994; *National Educational Res Policy and Priorities Bd

The National Educational Research Policy and Priorities Board (NERPPB) was established under the Improving America's Schools Act of 1994 to work with the U.S. Department of Education's Office of Educational Research and Improvement (OERI) to forge a national consensus with respect to a long-term agenda for educational research, development, dissemination, and the activities of OERI. The NERPPB has 15 members appointed by the Secretary of Education for 6-year terms. One-third of the

Community College systems) are now much more consistent with the California Postsecondary Education Commission's baseline projections than the department's and the segments' estimates were 3 years ago. It is maintained that the actual increases in enrollment during the past few years and the recent projections of an enrollment surge of 538,000 students by 2005-06 have implications of tidal wave proportions. It is concluded that this re-examination of enrollment projections has reconfirmed earlier findings that segmental policies have a significant influence on enrollment patterns for the other segments, and have an immense effect on perceived levels of student demand. (MDM)

ED 426 641 HE 031 724

Richardson, Richard C., Jr.; Bracco, Kathy Reeves; Callan, Patrick M.; Finney, Joni E.
Higher Education Governance: Balancing Institutional and Market Influences.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Policy; Free Enterprise System; *Governance; *Higher Education; *Institutional Role; *Policy Formation; Public Policy; State Government; *Statewide Planning

This report presents the results of a multi-state study of state governing structures for higher education, focusing on the complexity of general patterns of higher education governance. The study focused on higher education governance in seven states--California, Florida, Georgia, Illinois, Michigan, New York, and Texas--and was based on a review of relevant documents and interviews with over 200 administrators, faculty, staff, and policymakers. The report presents a conceptual framework that suggests that statewide governance of higher education is best understood as the result of interaction between a policy environment shaped by government strategies to achieve balance among academic and market forces and a system design that determines provider responsibilities, capacities, and linkages to each other and to elected leaders. It stresses the need to align educational policy across the macro, system, and operational levels to meet impending challenges, along with the importance of public policy and policy leadership in achieving balance among institutional and market forces in the context of continuity and change. (Contains 23 references.) (MDM)

ED 426 642 HE 031 725

Breneman, David W.
The Challenges Facing California Higher Education: A Memorandum to the Next Governor of California.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; College School Cooperation; Community Colleges; Educational Change; *Educational Cooperation; *Educational Policy; Elementary Secondary Education; *Governance; *Higher Education; Intercollegiate Cooperation;

structures (tenure and promotion, awards and incentives, sabbaticals, instructional technology); and (3) faculty review policies. Each section looks at the current range of policies, takes notes of public perceptions, and offers a number of policy recommendations. In all, the report makes 49 policy recommendations, which are separately appended to the report. (Contains approximately 180 references, organized by topic.) (CH)

ED 426 662 HE 031 818

Bebeau, Muriel J.; Thoma, Stephen J.
Designing and Testing a Measure of Intermediate Level Ethical Concepts.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cognitive Development; Concept Formation; Construct Validity; Context Effect; Dental Students; *Ethical Instruction; *Ethics; Generalization; Higher Education; Individual Development; *Moral Development; Predictive Measurement; Predictive Validity; Professional Education; Student Development; *Test Validity; Values

This study describes the steps taken to measure the integrity of an intermediate concept measure and test the assessment strategy of a well-validated dental ethics curriculum. Because this curriculum, which had been in place for 15 years, had consistently been shown to influence moral judgment, it was posited that a cross-sectional comparison between senior dental students and entering freshmen would show the educational effects of the ethics curriculum on intermediate concepts and make it possible to examine whether the acquisition of more general philosophical ideals enhances a student's ability to select appropriate actions and justifications in unfamiliar situations. Using a five-step process, the study presented five cases to 12 dental residents and four faculty, and their action choices and justifications were ranked. These ranked responses were then submitted to a second group consisting of two faculty and three advanced residents. In a final step, 18 teachers of dental ethics were asked to respond to the cases. The findings supported the hypothesis that courses that present intermediate ethical concepts enhance the ability to resolve familiar problems, but transfer to unfamiliar problems depends on whether students understand more advanced conceptual frameworks. Four tables present case data; one sample case is appended. (Contains 28 references.) (CH)

ED 426 663 HE 031 819

A Citizens' Agenda for Illinois Higher Education. The Illinois Commitment: Partnerships, Opportunities, and Excellence.
PUB DATE- 99
NOTE- 17p.; For related documents, see HE 031 350 and HE 031 711.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (12[illegible]
DESCRIPTORS- Access to Education; Education Work Relationship; Educational Needs; *Educational Objectives; Educational

Teaching and Learning

This study examined the contribution of classroom learning environment and teaching and learning effectiveness variables to student learning and learning efficacy in higher education settings. It attempted to identify classroom environment characteristics that differentiate high- and low- academic-efficacy student groups and the teaching and learning effectiveness variables that differentiate these groups. Also examined were how these variables differentiate levels of student course evaluations and the emphasis given in class to the development of higher-order thinking skills. Subjects were all students (n=2,190) in 145 classes offered through the evening continuing education program at Louisiana State University during the 1996 fall semester. Students completed the Student Assessment of Teaching and Learning measure and the newly developed Personal Learning Environment Measure and Student Learning Efficacy Assessment. Findings clearly indicated that student academic self-efficacy was more potent in differentiating course and learning outcomes than either students' perceptions of elements of the classroom environment or their views about their personal motivation/involvement in learning and the general quality of teaching. Other findings suggested that the three instruments used were effective in evaluating the quality of teaching and learning environments. The data collection packet is appended. (Contains 51 references.) (DB)

ED 426 682 HE 031 840

Grayson, J. Paul
The Student Experience at York University: The Effects of Income, Race, and Gender over Four Years.
PUB DATE- 99
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Outcomes Assessment; College Students; *Ethnic Groups; Foreign Countries; Higher Education; Income; Longitudinal Studies; Majors (Students); Outcomes of Education; Racial Factors; *Sex Differences; Socioeconomic Status; *Student Development; *Student Experience; Student Surveys
IDENTIFIERS- *York University ON

This report presents findings of a longitudinal study of student experiences and how they relate to college outcomes. The study was begun in 1994 and followed approximately 550 students attending the six daytime faculties at York University (Ontario) to the end of 1998. Data included yearly student surveys, focus group meetings conducted with first-year students, and administrative records. Particular attention was paid to differences among faculties, genders, and ethno-racial groups. Findings led to five general conclusions: (1) there was some improvement in students' in-class experiences over the four-year period; (2) students became less involved in many out-of-class activities but maintained a constant amount of interaction with friends over the four years; (3) overall, differences between first and fourth years were not large; (4) in general, the experiences of South Asian and Chinese origin students were relatively negative; and (5) there were virtually no differences based on family income and gender, though experiences varied somewhat among faculties. Individual chapters address the following topics: the university experience, the sample, reasons for attending the university, course work and classroom experiences, experiences outside of

(Information)
IDENTIFIERS- Library Public Services; Michigan (Ferndale)

This report presents the methodology and results of a patron use and satisfaction survey conducted during four one-week periods in 1997-98 at the Ferndale Public Library (Michigan). Survey questions focused on patron self-description, library use, and resource evaluation. In all, 1,424 surveys were distributed and 1,222 returned for a response rate of 85.8%. Data include description of users; reason for visit; sources and services used; evaluation of sources; evaluation of services and accessibility; reference user profile, based on patron interviews; and written comments by users. Findings show that the Ferndale Public Library is responsible for filling a variety of user needs, including: school assignments; self-improvement; problem-solving; children's programs; personal recreation; general meeting place; and research center for college, professional, and business purposes. The assistance provided by library staff was rated as excellent despite limited operation hours, limited computer access, and a need to expand book and reference collections. Copies of the library use and satisfaction questionnaire and the reference desk use interview form are included. Five tables present data on the survey period description, library user profile, library use, user satisfaction, and reference desk use. Lastly, the paper includes a summary of written user comments in table form. (DLS)

ED 426 701 IR 057 266

Turner, Molly; Kober, Nancy
From Thibodaux to Tucumcari: Family Literacy in Rural Libraries. A Report from the Viburnum Family Literacy Project.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Literacy; Budgets; *Family Literacy; *Grants; Information Services; Library Funding; *Library Services; Outreach Programs; *Philanthropic Foundations; Private Financial Support; Public LIbraries; Reading; *Rural Areas; *Rural Population
IDENTIFIERS- Web Sites

The Viburnum Foundation, a family foundation based in New York, is currently in the fifth year of giving grants to rural library-sponsored family literacy programs in Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. The libraries involved in the Viburnum Family Literacy Project are in areas with high levels of poverty and illiteracy. The programming, which usually takes place at a library, a Head Start Center, or a school, may include parenting classes for adults, adult literacy and English as a Second Language instruction in classrooms and by tutors, storytelling and reading aloud to children exclusively or for all generations, and bilingual programming for adults and children. This report discusses what makes library-based family literacy programs work, and how policymakers, grantmakers, and community leaders can collaborate to promote family literacy in rural areas. Following an introduction, the body of the report is divided into six main sections in terms of the following topics and subtopics: 1) the rural library as a site for family learning and the rural community as a site for social change; 2) program staff and participants; 3) partnerships; 4) programs (planning, budgeting and spending, program design, content and activities, Fall 1996 postsecondary education enrollments in each count to relevant data from the 1990 U.S. Census and high school graduation data for Spring 1996. Findings include the following: (1) counties varied significantly in their postsecondary education participation, by level (e.g. 2-year, 4-year, graduate) and attendance (part-time, full-time); (2) the availability of obtaining a college or university within a county strongly influences the population's postsecondary participation; (3) Oklahoma has already invested substantially in higher education facilities throughout the state; and (4) Oklahoma still has a number of underserved areas and populations. The report includes detailed assessment findings, as well as 8 data tables and 11 maps that provide information by county. (AS)

ED 426 720   JC 990 046

Salaries in the Oklahoma State System of Higher Education: Faculty and Administrative Positions, 1997-98.
PUB DATE- 98
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; *Compensation (Remuneration); *Educational Finance; Fringe Benefits; Higher Education; Personnel Policy; Statistical Data; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Oklahoma

This report, provides statistical data on the salaries of faculty and selected administrators in Oklahoma. Highlights pertaining to the 1997-98 academic year include the following: (1) the average salary for all full-time faculty, equated to a 9-10 month basis in Oklahoma state-supported colleges and universities, was $45,189; (2) average salaries increased $1,652 at four-year universities and $1,368 at two-year colleges; (3) the rank of professor at the comprehensive universities showed the greatest dollar increase over 1996-97--10.2%; (4) total full-time faculty was 4,133; (5) full-time salaries on a 9-10 month basis ranged from $4,784 to 144,200, and on an 11-12 month basis from $12,000 to $150,840; and (6) the average fringe benefits paid for faculty in a 9-10 month contract basis were $10,955, and for faculty on an 11-12 month basis, $13,929. Overall, the above statistics represent an increase from the 1996-97 academic year. Comprehensive universities' average salary in Oklahoma is now 90% of the national average, compared with 83% in 1987-88. (Contains 17 tables and 11 figures.) (AS)

ED 426 721   JC 990 047

The General Degree Productivity and Retention of Oklahoma Graduates.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Graduates; *Education Work Relationship; Employment Patterns; Followup Studies; Higher Education; Job Training; *Outcomes of Education; School Effectiveness; *Vocational Followup
IDENTIFIERS- *Oklahoma

implies a more equal and reciprocal relationship; (2) experience: andragogy is more multi-directional than pedagogical methods; (3) readiness to learn: in andragogy, adult learners are more capable than children of identifying their interests and needs; and (4) time perspective and orientation learning: pedagogy in elementary and secondary schools has become increasingly more andragogical with the deliberate introduction of experiential, collaborative, and interactive learning. The paper then presents sections on the seven steps in the andragogical process; the new adult learner, who is quite different from the typical post-World War II college student in age as well as educational objective; and four different learning styles and the types of students who adopt them, according to the Myers Briggs Type Indicator. Being aware of these styles assists faculty in accommodating students' various temperaments and educational needs. Finally, the paper reflects on teachers themselves as learners, and makes suggestions for strengthening community college faculty scholarship. Contains 16 references. (AS)

ED 426 741 JC 990 072

Robles, Harriett J.
Reconceptualizing Schools and Learning: The California Community Colleges.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Educational Change; Educational Development; *Educational Finance; *Educational History; Futures (of Society); Governance; Trend Analysis; Two Year Colleges; Vocational Education
IDENTIFIERS- *California Community Colleges

This paper outlines the development of the community college system in American higher education, describes the impact of the various reform movements of the twentieth century on community colleges, and discusses the current and future issues that two-year colleges face. These topics are discussed in relation to California's community colleges, with special attention given to conclusions drawn by Kevin Dougherty in his study of 34 community colleges. A historical outline traces the development of the community college from its first established campus in 1901 in Joliet, Illinois, to the present, with California holding the single largest community college system, which includes 107 colleges serving over 1.3 million students, and is, in fact, the largest system of higher education in the nation. Discussed next is the educational reform era of the 1980s, the development of change out of earlier movements, and issues specific to community colleges, including concern with equity, access, and providing business with an educated and skilled workforce. Finally, a section on the future of the curriculum covers issues of access, accountability, systematic change, funding, and governance and administration. Contains 10 references. (AS)

ED 426 742 JC 990 073

Robles, Harriett J.
Leadership in Higher Education.
PUB DATE- 98

Modigliani: (1) recruitment; (2) training; (3) mentorships and internships; (4) accreditation and CDA scholarships; (5) financial incentives; (6) family child care networks; (7) compensation; and (8) group homes. (EV)

ED 426 762 PS 026 965

Informing Parents about Child Care Subsidies. Child Care Action Campaign Issue Brief #10.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Diffusion (Communication); Early Childhood Education; Grants; Transitional Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- Child Care Costs; *Child Care Needs; *Subsidized Child Care Services; Welfare Reform

On December 11, 1997, the Child Care Action Campaign (CCAC) hosted an audioconference to explore the issue of how parents seeking to get off welfare can learn about subsidies available for child care in the transition from welfare to work. Presenters were Doug Baird, president of Associated Day Care Services in Boston, who discussed lessons of a Massachusetts public awareness campaign to increase child care subsidy utilization; Laurie Miller, senior program associate at CCAC, who presented findings of a three-state study of Transitional Child Care (TCC); and Carol Novrit, director of the Morris, Sussex, Warren (New Jersey) Offices of Workforce Development, who described how her office has successfully linked parents to child care subsidies and what challenges she faces in the future. After summarizing the presentations, this issue brief concludes with some tips on informing parents effectively. (EV)

ED 426 763 PS 027 060

Barkley, Russell A.; Benton, Christine M.
Your Defiant Child: 8 Steps to Better Behavior.
PUB DATE- 98
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Change Strategies; *Child Behavior; *Child Rearing; Children; Compliance (Psychology); Discipline; Discipline Problems; Obedience; *Parent Child Relationship; Resistance (Psychology)
IDENTIFIERS- Oppositional Behavior; Oppositional Defiant Disorder

Every child has "ornery" moments, but more than 1 in 20 American children exhibit behavioral problems that are out of control. This book was written to help parents struggling with an unyielding or combative child. The book's eight-step program emphasizes consistency and cooperation, promoting changes through a system of praise, rewards, and mild punishment. Part 1 of the book, "Getting to Know Your Defiant Child," contains chapters: (1) "Is Something Wrong with My Child?"; (2) "Why Is This Happening to My Family?"; (3) "What Should I Do about It?"; and (4) "Words To Live By: The Foundation of Better Behavior." Part 2, "Getting Along with Your Defiant Child,"

(Personality); Social Adjustment; Social Support Groups; Student Adjustment; *Test Validity
IDENTIFIERS- Vignettes

This paper explains that Grotberg (1995) has developed two measures of child resilience, one eliciting children's responses to vignettes depicting difficult situations and the second a checklist completed by an adult. Two studies examined the validity of these methods of assessing child resilience. Study 1 focused on the validity of vignettes and used measures of social support and parental bonding as predictors. Sixty-eight students (mean age 12 years) responded to vignettes describing adversities and completed questionnaires on parental bonding and sources of social support. Their teachers completed the resilience checklist. Findings indicated that the single most important predictor of resilience was support from informal sources. Study 2 examined the factor structure of the resilience checklist. Teachers completed the checklist for 40 students (mean age 13 years) and evaluated their school competencies. Students completed the vignette measure and questionnaires assessing their social skills and identifying social supports. Four factors were identified for the resilience checklist, labeled: (1) "I Can"--social/interpersonal resilience, surfacing in school settings; (2) "Facilitative Environment"--internal resilience, emerging within family supports; (3) "I Am"--internal resilience, emerging within nonfamily supports; and (4) "I Have," social skills. The findings of the two studies indicated that the two child resilience measures were significantly related to independent predictors of resilience. (KB)

ED 426 781 PS 027 260

Putting It All Together. County by County Data and Action Agenda. Illinois Kids Count 1998-1999.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Child Abuse; Child Health; Child Neglect; Child Support; *Children; *Counties; Day Care; Demography; Elementary Secondary Education; Foster Care; Health Insurance; Incidence; Mortality Rate; *Poverty; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Student Mobility; Tables (Data); Trend Analysis; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Child Support Enforcement; Food Stamp Program; *Illinois; *Indicators; Project Head Start; Welfare Reform

This Kids Count report examines statewide trends in the well-being of Illinois' children, focusing on the impact of federal and state welfare reform. The statistical portrait is based on 14 indicators of well-being: (1) families receiving Temporary Assistance for Needy Families; (2) child support enforcement; (3) children enrolled in Head Start or Pre-Kindergarten; (4) child care cost; (5) availability of subsidized child care in licensed centers and homes; (6) revenues per pupil in primary and secondary schools; (7) student mobility; (8) infant mortality; (9) uninsured children; (10) children receiving food stamps; (11) child death; (12) new families at risk; (13) child abuse and neglect; and (14) children in foster/substitute care. The report outlines an action agenda that involves promoting economic security, expanding quality early learning, providing frequently ignored, requirement for healthy development. This book presents a process for mentoring young women and girls by providing guidance in five areas: physical, intellectual, emotional, and spiritual development; and financial accountability. It contains specific steps or actions women can take to become positive role models, presents a personal narrative on the decision to become a mentor, and discusses the role of mentors and how parents can facilitate mentoring. There is a chapter devoted to each area of development, with each chapter describing experiences in mentoring or counseling girls in that area and specific suggestions for mentoring strategies. The book includes a list of 57 books, magazines, organizations, and websites for parents and mentors interested in supporting the growth and development of girls. (Author/KB)

ED 426 800 PS 027 285

Shuptrine, Sarah C.; Grant, Vicki C.
Uninsured Children in the South: Second Report.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Children; *Economically Disadvantaged; Eligibility; *Health Insurance; Health Promotion; Health Services; Low Income Groups
IDENTIFIERS- *Medicaid; *Uninsured Persons; United States (South)

Medicaid continues to be viewed as a primary funding mechanism for providing health coverage for children in poor and low-income families. In order to make informed decisions about health coverage for children, states need data on uninsured children and the potential role Medicaid can play in reducing the number of children who are without coverage. The Southern Institute on Children and Families released the first report on uninsured children in the south in November 1992. The report provided estimates of uninsured children by state, with age and income breakouts related to Medicaid. This is the second such report and covers the states of Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia, and the District of Columbia. The source of the estimates of uninsured children is the Current Population Survey (CPS). A major finding is that, of the 9.4 uninsured children in the United States in 1993, a total of 4.1 million (43%) resided in the south. Only 36% of all children lived in these 17 southern states. The report includes recommendations on actions states can take to reduce the number of uninsured children, and an appendix contains Medicaid amendments expanding eligibility for children. (EV)

ED 426 801 PS 027 286

Shuptrine, Sarah C.; McKenzie, Genny G.
Information Outreach To Reduce Welfare Dependency: A Georgia Welfare Reform Initiative. Final Report.
PUB DATE- 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

phrase devalues the concept of adoption and adoptive parenthood; (3) listen carefully to children's questions--if a child's question deals with the concept of origin, the teacher should not assume that the child is asking about adoption; (4) avoid bias toward adopted children; and (5) consider using bibliotherapy. Careful curriculum planning combined with adoption awareness, genuine concern, and sensitivity will ensure a positive early education experience for adopted children. (Author/LPP)

ED 426 820 RC 021 547

Lindauer, Owen; Ferguson, Deborah; Glass, Margaret; Hatfield, Virginia; McKenna, Jeanette A.; Dering, Phil
Historical Archaeology of the United States Industrial Indian School at Phoenix: Investigations of a Turn of the Century Trash Dump. Anthropological Field Studies Number 42.
SPONS. AGENCY- National Park Service (Dept. of Interior), Phoenix, AZ. Southern Arizona Group Office.
PUB DATE- 96
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *American Indian Culture; *American Indian Education; American Indian History; *Archaeology; Boarding Schools; Elementary Secondary Education; Field Studies; *Material Culture; Social History
IDENTIFIERS- Artifacts; *Excavations; Pan Indianism; *Phoenix Indian School AZ

The Phoenix Indian School served as a coeducational, federal educational institution for American Indian primary and secondary students between 1891 and 1990. Covering 10 blocks and enrolling over 600 Indian children aged 8-18, this boarding school used education to assimilate students into Anglo-American culture. This monograph describes archaeological work that sought information about life at the school and in Phoenix that was not documented in historic records. The chosen site was a refuse dump created during the first few years of the school's existence and closed three or four decades later. Five research themes were identified from preliminary excavations that would be used in designing and implementing fieldwork: acculturation and ethnicity, refuse disposal patterns, subsistence patterns, trade networks and supply systems, and the development of an Indian School artifact pattern model. After an introduction describing the founding and growth of the Indian School and preliminary excavations, chapters detail data recovery methods, dig square/feature descriptions, chronology of the site, glass artifacts, miscellaneous artifacts and clothing, ceramic artifacts, metal artifacts, animal management at the school, and macrobotanical remains. The final chapter discusses the findings in relation to the five research themes, drawing inferences as to the daily life of the students, types of discipline used, evidence of Native religious practices, self expression in traditional ways, home identity practices, and creation of a new "Indian" identity--the product of the assimilation of ideas from different Indian tribes and non-Indians. Contains over 100 references and numerous data tables, figures, illustrations, and photographs. (SAS)

ED 426 821 RC 021 644

Fournier, Suzanne; Crey, Ernie

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Need; *Anglo Americans; Fear; Females; Goal Orientation; *Grade 8; Junior High School Students; Junior High Schools; Learning Motivation; Males; *Mexican Americans; Self Concept; *Student Attitudes; *Student Motivation
IDENTIFIERS- Texas (South)

Little prior research exists on the achievement motivation of Mexican American students. In a rural south Texas junior high school, 120 eighth-grade students completed the 1969 Achieving Tendency Scales and demographic and socioeconomic questionnaires. Subjects were equally divided among four groups: Mexican American males and females and Anglo American males and females. Two months later, 23 subjects were interviewed about their responses. There were no significant ethnic or gender differences in achievement motivation scores, but there was a large range of scores within each of the four groups. Analysis of interview responses revealed differences between students with a strong motivation to achieve and those with a strong motivation to avoid failure. Subjects with a stronger motivation to achieve were generally more interested in learning, more willing to take risks, and higher in self-confidence and self-esteem; subjects with a stronger motivation to avoid failure feared making mistakes, feared parental or other adult disapproval, and doubted their ability to complete difficult tasks successfully. The two groups were not always different in their grades or standardized test scores, but they were consistently different in their attitudes and their approaches to school work. (Contains 19 references.) (SV)

ED 426 838 RC 021 816

Jones, Gill; Jamieson, Lynn
Young People in Rural Scotland: Getting Out and Staying On. CES Briefing No. 13.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; Family Influence; Foreign Countries; High Schools; *Labor Market; *Late Adolescents; Longitudinal Studies; Migration Patterns; Rural Areas; *Rural to Urban Migration; *Rural Youth; School Guidance
IDENTIFIERS- *Scotland; Sense of Place

A study of youth out-migration from the Scottish Borders region was based on the 1989 Scottish Young People's Survey--a survey of students during their final compulsory school year (age 16-17)--plus followup interviews in 1995 with 23-year-olds from the rural Borders region. Among those in school in the Borders at age 16, only around one-third still lived there at age 19. By age 23, few migrants had returned. Structural reasons for migration included limited higher education facilities and few good-paying jobs in the region; migrants left mainly to continue their education or to get better jobs. Stayers tended to be from local families and to feel strong attachments to community. By age 23, migrants had more education than stayers and were better off economically, while stayers were more likely to have experienced unemployment or other job setbacks, to have married and started families, and to live with their parents. Some stayers felt trapped in the local labor market, while some migrants longed to return but were put off by the

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constructivism (Learning); Cooperative Learning; Elementary Secondary Education; Hands on Science; Learning Theories; *Science Instruction; Teaching Methods; Textbooks
IDENTIFIERS- Learning Cycle Teaching Method

This monograph addresses the basic ideas of constructivism in the context of science teaching. Instructional practices for applying constructivist-based teaching principles explained in this document include using open-ended, hands-on activities; cooperative learning; various questioning strategies; student journals; and a curriculum based on the learning cycle. For teachers new to constructivist principles, strategies for the gradual transition to a constructivist teaching style are outlined. Assessment options, the constructivist use of textbooks, and the varieties of constructivism are discussed. (WRM)

ED 426 861 SE 061 982

Bohart, Barbara; Manilov, Marianne; Schwarz, Tamara
Endangered Education: How Corporate Polluters Are Attacking Environmental Education.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Environmental Influences; Futures (of Society); *Mass Media Effects; *Mass Media Role; *Media Research; *Science and Society

This report claims that an attack has been waged on environmental education to derail the re-authorization of the National Environmental Education Act and to de-stabilize and de-fund environmental education in the United States. Presented in the media as a grassroots movement, stories have appeared in local, state, and national media that illustrate that environmental education has gone too far, is full of one-sided arguments and outright lies, and asks students to become activists. Conservative think tanks, foundations, and fundamental religious groups such as the Heritage Foundation, the George C. Marshall Institute, the Political Economy Research Center and the Competitive Enterprise Institute have been found at the end of the public relations ploy of stories of students "brainwashed" by environmental education, simulating grassroots activity. Investigation into these groups shows that they are funded by corporate polluters like Amoco, Dow Chemical, and Shell. The report is divided into four parts: (1) "Astroturf: the stories behind the attack on environmental education"; (2) "The Anti-Environmental Backlash: individuals and organizations linked to the attacks on environmental education"; (3) "Greenwashing," examples of educational materials produced by corporate funders of the attack; and (4) "Campaign Finance," which looks at the financing of some of the nationally elected officials who are responsible for funding environmental education. (SJR)

ED 426 862 SE 061 986

Meeks, Ronald L.

students in Georgia on the NAEP mathematics scale was 214 compared to 217 nationwide; for Georgia eighth-grade students the average proficiency was 259 compared to 266 nationwide. (ASK)

ED 426 874 SE 062 168

NAEP 1992 Mathematics State Report for Hawaii. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Hawaii; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Hawaii, 2,625 fourth-grade students in 108 public schools and 2,454 eighth-grade students in 51 public schools were assessed. This report describes the mathematics performance of Hawaii fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond students in Mississippi on the NAEP mathematics scale was 200 compared to 217 nationwide; for Mississippi eighth-grade students the average proficiency was 246 compared to 266 nationwide. (ASK)

ED 426 886   SE 062 180

NAEP 1992 Mathematics State Report for Missouri. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 207p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Missouri; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Missouri, 2,509 fourth-grade students in 110 public schools and 2,666 eighth-grade students in 105 public schools were assessed. This report describes the mathematics performance of Missouri fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond students in Rhode Island on the NAEP mathematics scale was 214 compared to 217 nationwide; for Rhode Island eighth-grade students the average proficiency was 265 compared to 266 nationwide. (ASK)

ED 426 898 SE 062 192

NAEP 1992 Mathematics State Report for South Carolina. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 207p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *South Carolina; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In South Carolina, 2,771 fourth-grade students in 109 public schools and 2,625 eighth-grade students in 102 public schools were assessed. This report describes the mathematics performance of South Carolina fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond

Instructional Effectiveness; Program Evaluation; Questionnaires
IDENTIFIERS- *Australia

This book contains information about the implementation processes of curricular reform in each Australian state and territory and views about these, obtained from several sources as part of a study commissioned by the Commonwealth Department of Employment, Education, Training and Youth Affairs (DEETYA) in mid-1995. Each State and Territory Education Department was brought into the project through having a curriculum officer or other knowledgeable person(s) prepare a chapter for the book. The primary focus of the project was on implementation of state variations of the national curriculum profiles rather than on the related curriculum statements. In addition, a survey was carried out in a random sample of schools across Australia to collect information from principals and teachers about the practical aspects of implementation. Site visits to schools in most Australian states and territories were also conducted. Findings show a range of implementation strategies with approaches to and timelines for implementation varying widely. The book is divided into five sections. The first section is the introduction with chapters: (1) "Overview of Developments with the National Statements and Profiles to 1993"; and (2) "Summary of the 1992-93 ACER Calibration Studies." Section 2, "State and Territory Initiatives," offers: (1) "The National Agenda in the National Capital" (Margaret Willis); (2) "From Piloting to Mainstreaming: The Northern Territory Journey" (Shantha E Jacob); (3) "Focusing on Learning in New South Wales" (Ken Eltis; Bruce Mowbray); (4) "Implementation of the 'Curriculum and Standards Framework' in Victoria" (David Howes); (5) "Use of National Statements and Profiles in Queensland Schools" (Neville Grace; Christine Ludwig); (6) "Renewing the Curriculum Cycle in South Australia" (Jennifer Stehn); (7) "Statements and Profiles: Making Them 'Our Own' in Western Australia" (Robert Randall); and (8) "Curriculum Review and Renewal in Tasmania" (Glenn Pullen). Section 3 provides "The National Survey of Schools." Section 4, "The School Visits," describes: (1) "Case Study Methodology"; (2) "General and Underlying Principles"; (3) "Factors in Successful Implementation"; (4) "How to Implement Best Practice Strategies"; and (5) "The Perceived Benefits." Section 5, "Bringing It All Together," offers "Some Good Things Are Happening: 'How Can We Salvage the Situation' Everywhere Else?" Three appendices contain sample reports, a brief to authors of State and Territory Chapters, and questionnaires. (EH)

ED 426 912 SO 028 893

Levine, Daniel U.; Levine, Rayna F.
Society and Education. Ninth Edition.
PUB DATE- 96
NOTE- 528p.; Published by Allyn & Bacon.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cultural Pluralism; *Educational Anthropology; *Educational Sociology; Elementary Secondary Education; *Equal Education; Minority Groups; *Racial Discrimination; *School Community Relationship; United States History

This book provides new and updated material focusing on recent developments and long-range trends involving the relationships between education and other social institutions. Topics that receive expanded treatment include immigration, multicultural education, evolution of the inner city, and movement toward systematic reform and national standards. Topics introduced for

A study analyzed data from a series of five household socioeconomic surveys carried out in Kinshasa, Congo, over the period from 1955 to 1990. Results indicated that schooling and educational attainment of both females and males increased substantially over this period, and particularly so for young women. Research analysis provides a detailed overview of changes over time in young women's access to education, as well as multivariate analyses of determinants of access to schooling. Several key consequences of young women's increased educational attainment are also analyzed, including post-school employment activity, fertility, and children's schooling. (BT)

ED 426 932 SO 029 853

Flowers, Lamont; Flowers, Lawrence; Travis, Jenny
Who Should Be Responsible for Teaching Values to Young People?: From the Perspective of Preservice Teachers.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Elementary Secondary Education; Higher Education; *Preservice Teachers; *Sociocultural Patterns; *Student Attitudes; Student Surveys; *Values Education
IDENTIFIERS- Iowa; University of Iowa; Values Research

A study examined the attitudes of 107 preservice teachers at the University of Iowa regarding which social institution (home, church, or school) should be responsible for teaching values to young people. The literature was reviewed to find an adequate survey instrument to measure the variables of interest from a similar study, and a survey instrument was discovered from a similar study designed to investigate value-based issues. Preservice teachers were given a questionnaire listing 45 distinct values and were asked to rank order which social institution should have primary, secondary, or least responsibility for teaching each value to young people. Findings show that preservice teachers believe that the home, school, and church should have primary, secondary, and least responsibility, respectively, for teaching values to young people. Due to the limited research conducted in this area, the results of this study are important. Furthermore, the study represents the first attempt to quantify attitudes of preservice teachers regarding teaching values to young people. (Contains a table of data and 13 references.) (Author/BT)

ED 426 933 SO 029 854

Wetstein, Matt
Assessment of Learning in the American Government Course: Results from a Pre-Test/Post-Test Methodology.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Instructional Effectiveness; Knowledge Level; *Political Science; *Politics; Research Methodology; Sex Differences; *Student Interests; *Student Participation; Student Surveys; Two Year Colleges; *United States Government (Course)
IDENTIFIERS- *Knowledge Acquisition; Political Education

Systems (GIS) to outline the need for and provision of services (education, health, housing, electricity, roads, telecommunications, postal services, and police services) in each of the nine South African provinces, presents a global view or indicator of the simultaneous influence of the socio-economic status of people and the level of provision of domestic services and public facilities the North West Province. The view in this book encapsulates its social and service profile, obtained, first by developing indices for the social and service variables for the district. The book uses a single index, or benchmark, of levels of socio-economic status, household services, and public facilities in each magisterial district, created by combining these indices. In order to provide information about local levels of development, knowledgeable persons, involved in service delivery in each province, were contacted for their comments. The books in the series contain maps, tables, a bibliography, and contributions from spokespersons in non-governmental organizations, universities, government departments, service providers, parastatals, and research organizations. Demographic information is based on the 1991 census data. (Contains 30 references.) (BT)

ED 426 953 SO 029 880

O'Leary, B. M., Ed.; Govind, V., Ed.; Schwabe, C. A. Ed.; Taylor, J. M., Ed.
Service Needs and Provision in Mpumalanga.
PUB DATE- 98
NOTE- 179p.; For other books in this series, see SO 029 878-883. Colored maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Geographic Materials (133),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Developing Nations; Elementary Secondary Education; Foreign Countries; *Needs; Preschool Education; Profiles; *Services; *Socioeconomic Status; State Surveys; Tables (Data)
IDENTIFIERS- Basic Human Needs; *Geographic Information Systems; Public Services; *South Africa (Mpumalanga); Variables

This book, one of a series that uses Geographic Information Systems (GIS) to outline the need for and provision of services (education, health, housing, electricity, roads, telecommunications, postal services, and police services) in each of the nine South African provinces, presents a global view or indicator of the simultaneous influence of the socio-economic status of people and the level of provision of domestic services and public facilities in the province of Mpumalanga. The view in this book encapsulates its social and service profile, obtained, first, by developing indices for the social and service variables for the district. The book uses a single index, or benchmark, of levels of socio-economic status, household services, and public facilities in each magisterial district, created by combining these indices. In order to provide information about local levels of development, knowledgeable persons involved in service delivery in each province, were contacted for their comments. The books in the series contain maps, tables, a bibliography, and contributions from spokespersons in non-governmental organizations, universities, government departments, service providers, parastatals, and research organizations. Demographic information is based on the 1991 census data. (Contains 32 context, (4) content standards and student assessment, and (5) professional development. The monograph lists the 1997-1998 MetLife Fellows and includes a brief biography on each individual. It also briefly describes the six resource kits the Fellows received during the course of the Institute and describes in detail one piece in order to offer an example of the materials provided and the issues addressed in the exchanges. Finally, the monograph offers detailed biographies on the Institute's seven exchange facilitators. (Contains 11 references.) (SM)

ED 426 972 SP 038 267

Review of Florida's Teacher Certification System Administered by the Department of Education. Report No. 95-10.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; Student Evaluation of Teacher Performance; *Teacher Certification; *Teacher Competencies; *Teacher Evaluation; Teacher Qualifications; Teaching Skills
IDENTIFIERS- *Florida; Teacher Knowledge

This report presents the results of a review of Florida's teacher certification system, administered by the Department of Education. The review addressed: (1) how Florida should regulate teachers to ensure that they are professionally qualified and possess the credentials, knowledge, and skills to provide a quality education; (2) who should administer teacher certification; and (3) whether a process has been established to assess whether the current teacher certification system is effectively meeting its intent. Conclusions and recommendations include: Florida would not be assuring that its teachers were professionally qualified if it did not regulate teachers or regulate teachers using registration; the disadvantages of licensure warrant caution; the Department of Education should administer a teacher certification system; Florida needs to establish a thorough certification system; Florida's certification requirements are similar to those of other states; performance measures need to be developed; and the proposed certification system does not include a student performance assessment element. Recommendations focus on: the type of performance-based teacher certification system to adopt; what the State Board of Education needs to ensure when approving a performance-based system; and the need for the Board of Education to develop goals and objectives for teacher certification. The appendix presents a response from the Department of Education. (SM)

ED 426 973 SP 038 268

Purnell, Susanna; Champion, Robby; Lewis, Elizabeth
Implementation of the Study of Teaching in the DoDDS-Germany Region.
SPONS. AGENCY- Dependents Schools (DOD), Washington, DC.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Elementary Secondary Education;

include enhanced self-esteem, rejuvenated interest in work, assistance on projects, and friendship. National efforts are being made to encourage mentoring as a tool to help education meet its national goals. To achieve this, mentor programs must be well-organized, and mentors must be properly trained and monitored. Individual who serve as mentors differ according to the program. The importance of the mentor-mentee relationship is becoming pronounced in the United States today. Mentor-mentee relationships are formed in three ways: initiation by the mentee, initiation by the mentor, and serendipity. There are many different models that a mentoring program can use. This paper examines different types and forms of mentoring and their implications, focusing on business and industry mentor programs and educational mentor programs (which include programs for administrators, beginning teachers, and peers). Mentor programs have proven to be successful in all organizational facets where there is a desire to help someone achieve their maximum performance level in a given setting. (Contains 19 references.) (SM)

ED 426 991 SP 038 289

Boe, Erling E.; Bobbitt, Sharon A.; Cook, Lynne H.; Barkanic, Gema; Maislin, Greg
Teacher Turnover in Eight Cognate Areas: National Trends and Predictors.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Change; Elementary Secondary Education; *Employment Patterns; *Labor Turnover; Public Schools; Quality of Working Life; Tables (Data); Teacher Attitudes; Teachers

This report contains national trend and predictor data for the turnover of K-12 public school teachers in eight cognate areas: general elementary education; mathematics and science education; language education; social studies education; arts, physical, and health education; business and vocational education; other general education; and special education. Data came from three national probability samples of teachers taken in school years 1987-89, 1990-92, and 1993-95 and were based on numbers of nationally estimated teachers in public schools. The main data sources were the Public School Teacher Questionnaires of the Schools and Staffing Surveys (SASS) and the Teacher Followup Surveys (TFS), a 1-year longitudinal component of the SASS which asked about teacher status the prior year and about why previously employed teachers had left. Descriptive data (reported in 15 tables) revealed major trends in three facets of teacher career paths: moving to different schools, switching to different teaching assignments, and voluntarily leaving the ranks of employed public school teachers. General categories of predictor variables included situational circumstances, teacher characteristics, teacher working conditions, teacher judgments, and changes in such variables from year to year. Results highlighted enormous teacher turnover, with patterns of turnover varying by cognate areas. Significant turnover was perceived to be involuntary. Many predictor variables related to teacher turnover. Switchers tended to improve their situation by transferring out of teaching assignments considered less desirable. Voluntary leaving was mostly a function of personal variables. Two appendices present data

Inventory. Multiple linear regression analysis indicated that there were significant differences between the experimental group and the control group. The process skill ability mean score was significantly higher for the experimental group than for the control group. There was also a significant relationship between the independent variable of logical reasoning ability and process skill ability. The experimental group had a better perception of their ability to approach their problems and had more confidence in their problem-solving ability, however, the control group had a better perception in the area of personal control. (Contains 10 references.) (SM)

ED 427 012 TM 029 348

Norris, Deborah; Schumacker, Randall E.
Texas Special Education Effectiveness Study.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Southwest Educational Research Association Conference (Houston, TX, January 22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Disabilities; *High School Graduates; High School Students; High Schools; *Outcomes of Education; *Program Effectiveness; Program Evaluation; *Special Education; Student Surveys; Tables (Data); *Transitional Programs
IDENTIFIERS- *Texas

In March 1996, the Region XI Education Service Center, Fort Worth (Texas), was designated to continue a project implemented in 1990 by the Texas Education Agency to study the overall effectiveness of special education programs. The 1996 project was extended in 1997. This paper reports on the first of three newly planned study components, the "Adult Outcome Component," which was designed to look at students in their last year of high school and to follow them for 4 years after graduation. Other components will focus on the secondary school experience of special education students and case studies of student records, interviews, and observations. For the adult outcome component, 832 students in special education programs from 40 school districts were identified. A comparison sample of students without disabilities remains to be selected. A 65-item questionnaire was developed to gather information from each student's comprehensive and special education records, and a followup questionnaire is to be developed to elicit student responses about their educational experiences. Over the next several years, a number of efforts will be implemented to gather information about students, and data will be analyzed on individual differences among disability categories, gender, ethnicity, and community type. Findings of previous studies indicate that students with disabilities do not fare as well as their nondisabled counterparts after graduating from high school. State and federal legislative changes that have affected special education, especially in the delivery of transition services, should have favorable impacts on the quality and effectiveness of programs for students with disabilities. (Contains eight tables and one reference.) (SLD)

ED 427 013 TM 029 349

Special Education Effectiveness Study: Technical Report 1995-1996. Final Report of the Special Education Effectiveness analytic choices. A heuristic data set was examined to make the discussion concrete. Some guidelines are also offered for resolving differences in the analytic choices so that the appropriate rotation methods can be selected. (Contains 10 tables and 16 references.) (Author/SLD)

ED 427 032 TM 029 409

Wind, Brian M.; Kim, Jwa K.
The Effect of Sample Size and Variance on the Johnson-Neyman Technique.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Monte Carlo Methods; *Regression (Statistics); *Sample Size; Simulation
IDENTIFIERS- *Johnson Neyman Technique; *Variance (Statistical)

The Johnson-Neyman (J-N) technique (P. Johnson and N. Neyman, 1936) is used to determine areas of significant difference in a criterion variable between two or more groups in situations of linear regression. In using this technique, researchers have encountered difficulties with results, possibly related to the J-N technique's sensitivity to violations of certain assumptions and conditions. For this study, Monte Carlo simulations were performed to determine the effect that sample size and variance have on the J-N technique. The simulations examined the hypothesis that unequal ratios of sample size and variance between two groups may create anomalies in the results of the J-N computation. The results do not show anomalies in the output, and further show that the J-N technique produces wider regions of significance as the total sample size increases. The size of variance ratios, as well as the equality of variance and sample size ratios, did not seem to affect the results dramatically. Appendixes contain the Statistical Analysis System program for the simulations and the results of the simulations in table form. (Contains 17 references.) (Author/SLD)

ED 427 033 TM 029 410

Ares, Nancy; Porter, Rhonda
Whose Voices Do You Hear When Participants' Voices Clash?
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict; Decision Making; Educational Change; Evaluation Methods; *Evaluation Problems; Intermediate Grades; Junior High Schools; Middle Schools; Participant Satisfaction; *Participation; Program Evaluation; *Research Methodology; *Teachers
IDENTIFIERS- Stakeholders

Dilemmas emerged in the evaluation of a school improvement project that required evaluators to confront merging varied and often conflicting perspectives, sources of data, understandings information about part of this effort, the new Colorado Student Assessment Program (CSAP), to help teachers explain scores to parents and students. The CSAP will be the first examinations administered using a common yardstick to measure student achievement across the state. It is based on the state model content standards developed by Colorado educators and community members. Benchmarks specify what students should know by the end of 4th, 8th, and 11th grades. The CSAP is a standards-based test that will measure and report what each student has actually learned. School districts will receive results for individual students, their schools, and the district as a whole. Scores will be reported as "Advanced," "Proficient," "Partially Proficient," and "Unsatisfactory." Each proposed test question is reviewed by panels of teachers and assessment experts and panels of community members and parents. Examples of test questions are included, and some questions with answers clarify details about the testing program. (SLD)

ED 427 052 TM 029 433

How Are Colorado Students and Schools Measuring Up? A Parent's Guide to the Colorado Student Assessment Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- 98
NOTE- 5p.; For related document, see TM 029 432.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; *Parents; *State Programs; *State Standards; Test Construction; Test Results; Test Use; *Testing Programs
IDENTIFIERS- *Colorado Student Assessment Program

The new Colorado Student Assessment Program (CSAP) was developed to provide a measurement of how well students and schools are meeting Colorado's academic content standards. The CSAP tests are not norm-referenced showing how much a student has learned in comparison with other students. Instead, they are based on the state's content standards. Testing will take place each spring, and results will be reported as "Advanced," "Proficient," "Partially Proficient," and "Unsatisfactory." Some of the questions parents are likely to ask about the CSAP are answered. (SLD)

ED 427 053 TM 029 434

Rheinheimer, David C.; Penfield, Douglas A.
The Effects of Type I Error Rate and Power of the ANCOVA F-Test and Selected Alternatives under Non-Normality and Variance Heterogeneity.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 28-30, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Monte Carlo Methods; *Robustness (Statistics); Sample Size; Simulation

members are researchers in education, one-third are school-based professional educators, and the remainder are individuals knowledgeable about education in the United States. The NERPPB, which is not independent of OERI, has responsibilities in the areas of setting priorities, approving standards, conducting review functions, providing liaison with the field and the public, and improving the system. Some of the major accomplishments of the NERPPB are reviewed in the areas of program priorities, peer review and standards, and research, development, and dissemination. These accomplishments have resulted in a variety of reports on standards and particular aspects of educational research. The NERPPB has performed as required as it has developed its operating style and worked on the approval of standards and collaboration and approval of research priority plans. (SLD)

ED 427 073 TM 029 454

Hale, Judy Ann; Boozer, Sandra T.
First Grade or Not? Using Children's Artwork as a Tool in Determining Reading Readiness.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Case Studies; *Childrens Art; Educational Assessment; Evaluation Methods; Grade 1; Kindergarten; *Kindergarten Children; Primary Education; Qualitative Research; *Reading Readiness; Tables (Data); Transitional Programs
IDENTIFIERS- *Emergent Reading Levels

The use of young children's art work in the assessment of reading readiness was studied through a qualitative research design. Subjects were 12 transitional-first-grade students from an elementary school, each of whom was treated as a case study. Artwork was collected from each child each month of the school year and reading levels were recorded. By the end of the school year, three of the students were still in the preschematic stage of art development (objects represented randomly in space) with marked improvement being demonstrated in their emergent reading levels. Two students were in transition to a schematic stage of art development (connectedness of items in drawing) with growth in their reading levels. Six students had progressed into the schematic stage of art development, and all but one were in the fourth stage of emergent reading. The 12th student had progressed into the schematic stage of art development and his reading had advanced to the second emergent reading level. Findings suggest that children's artwork may offer insights into children's literacy development. (Contains 11 tables and 10 references.) (SLD)

ED 427 074 TM 029 455

Klotz, Jack; Whiting, Melissa
Integrating Curriculum and Instruction: Administrative Practice To Create New Educational Leaders.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).

Master Plans; Productivity; Public Policy; State Universities;
*Statewide Planning; Tuition
IDENTIFIERS- *California

This paper reviews four major policy proposals for higher education in California. It discusses four reports that have addressed California higher education's problematic future: "Shared Responsibility" (California Higher Education Policy Center, 1998); "Breaking the Social Contract" (RAND, 1997); "A State of Learning" (California Citizens Commission on Higher Education, 1998); and "California at the Crossroads" (California Education Roundtable, 1998). All four reports focus on five strategies for the future: budgetary stability, rational student charges, productivity increases, governance changes, and improved linkages to K-12 education. Interviews with 30 California higher education policy leaders found that these reports had considerable impact on their thinking. It is concluded that the time appears ripe for a new Master Plan for California higher education, one that would replace emphasis on the distinguishing characteristics of the three public segments (the University of California, California State University, and California Community College systems) with concern for regional cooperation and organization, and include K-12 education within its scope as a full partner. A list of individuals interviewed is appended. (Contains 36 references.) (MDM)

ED 426 643 HE 031 726

Jones, Dennis; Ewell, Peter; McGuinness, Aims
The Challenges and Opportunities Facing Higher Education: An Agenda for Policy Research.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Policy; *Educational Research; Financial Support; Governance; *Higher Education; Institutional Mission; Leadership; *Policy Analysis; Policy Formation; Public Policy; Quality Control; *State Government; State Regulation

This report examines the changing nature of higher education policy and the fact that many policy assumptions are no longer valid, and sets out a research agenda for the National Center for Public Policy and Higher Education (NCPPHE). It discusses how the growing importance of higher education, and postsecondary education in general, is affecting individuals, employers, and society, and the role of the states in supporting higher education. The report then reviews the changing nature of higher education policy, focusing on mission and program approval, governance, regulation, financing and resource allocation, quality assurance, reporting requirements, setting public priorities, and policy leadership. It is argued that policymakers will have to adopt a broader definition of higher education, recognize that postsecondary education will increasingly come in "bites" that are bigger than existing courses but smaller than existing programs, and respond to the growing demand for certification of the resulting learning that comes in these smaller bites. The report concludes that NCPPHE should develop a research agenda that focuses on new ideas and conceptual structures, formulating a public agenda, experience and action-research, good practice in the design and use of policy tools, and commentary on the inevitable policy fads. (MDM)

Planning; Educational Policy; Elementary Secondary Education; Excellence in Education; *Higher Education; Public Education; State Action; State Departments of Education; *State Standards
IDENTIFIERS- *Illinois

This report spells out goals formulated through surveys and focus groups with Illinois citizens for higher education in the state of Illinois for the first decade of the 21st century. Six goals are set out: (1) higher education will help Illinois business and industry sustain strong economic growth; (2) higher education will join elementary and secondary education to improve teaching and learning at all levels; (3) no Illinois citizen will be denied opportunity for a college education because of financial need; (4) Illinois will increase the number and diversity of citizens completing training and education programs; (5) Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning; and (6) Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability. Each section of the report lists the actions to be taken to reach these goals and how results and accountability will be measured. (Contains 9 references.) (CH)

ED 426 664 HE 031 820

Refocusing Higher Education Budget Development.
PUB DATE- 99
NOTE- 12p.; For related document, see ED 422 746.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; *Educational Finance; Educational Planning; *Higher Education; Institutional Administration; Policy Formation; Public Education; State Departments of Education; *State Standards
IDENTIFIERS- *Illinois

This report outlines several recommendations for new or substantially revised budget development procedures set out by the Illinois State Board of Higher Education. They include: (1) a statewide budget context report prepared early in the budget process that will provide colleges and universities with information they can use in their own budget requests; (2) more inclusive budget meetings; (3) a closer link between statewide strategic goals and budget recommendations; (4) statewide strategic goals that include performance measures and assessments to enable the higher education community and individual institutions to assess progress; and (5) annual assessment of the collective progress of higher education toward achievement of the statewide strategic goals. Illinois colleges, universities, and higher education agencies are encouraged to ensure that their processes and schedules are compatible with the state-level process. (CH)

ED 426 665 HE 031 822

Hossler, Don; Hu, Shouping; Schmit, Jack
Predicting Student Sensitivity to Tuition and Financial Aid.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

class, sources of support for studies, external influences, group experiences, and future jobs. (Contains approximately 85 references.) (DB)

ED 426 683 HE 031 841

Redd, Kenneth E.
Is There Still a Need for Perkins Loans? Differences in the Demographic Characteristics and Income Levels of Perkins and Stafford Loan Borrowers.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Demography; Federal Aid; Federal Programs; Higher Education; Income; Loan Default; *Need Analysis (Student Financial Aid); Student Characteristics; *Student Loan Programs
IDENTIFIERS- National Postsecondary Student Aid Study; *Perkins Loan Program; *Stafford Student Loan Program

This study used data from the 1996 National Postsecondary Student Aid Study to compare the demographic characteristics, income levels, educational costs, and financial need levels of Perkins loan and Stafford loan borrowers in academic year 1995-96. Major findings indicated the following: nearly 63 percent of undergraduate Perkins loan borrowers came from families with annual incomes of less than $30,000; the mean family income of Perkins borrowers was $33,566, versus $37,220 for subsidized loan borrowers and $61,714 for unsubsidized loan recipients; and 60 percent of undergraduates who received Perkins loans were also awarded Pell grants, compared to 51 percent of subsidized loan and 33 percent of unsubsidized loan borrowers. Results suggest that if funding for Perkins loans were further reduced or eliminated, many borrowers would have to replace Perkins loan funds with higher cost unsubsidized loans. Two major concerns with the Perkins loan program were identified. First, recent program changes, such as declines in program appropriations and increases in institutional matching fund requirements, may have caused the number of participating institutions to decline dramatically. Second, from 1994 to 1997, the number of Perkins loans in default has increased by 19 percent, at a time when Stafford subsidized loans have declined sharply. (DB)

ED 426 684 HE 031 842

Rhoads, Robert A.
Freedom's Web: Student Activism in an Age of Cultural Diversity.
PUB DATE- 98
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Activism; Case Studies; *College Students; Cultural Differences; *Cultural Pluralism; Educational History; Educational Trends; Ethnicity; Higher Education; Minority Groups; Racial Identification; Sexual Identity; Student Attitudes; Trend Analysis
IDENTIFIERS- Michigan State University; Mills College CA; Pennsylvania State University; Rutgers the State University NJ; University of California Los Angeles

This book examines student activism in the 1990s and finds its sources in the struggle over multiculturalism and issues of impacts); 5) grantmaking issues; and 6) critical areas of change. A concluding chapter reiterates the reasons why libraries and literacy programs are critical to the health of society, and outlines difficult challenges to be faced in the near future. Appendices present a Viburnum Foundation project history and list of Viburnum sites. (AEF)

ED 426 702 IR 057 267

The Library Collection and the Community: A Handbook for Small Public Libraries.
PUB DATE- 98
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Information Services; Guidelines; *Library Administration; *Library Collection Development; Library Material Selection; Library Personnel; *Library Planning; Library Policy; Library Services; Library Technical Processes; Mission Statements; Policy Formation; *Public Libraries; Tables (Data); User Needs (Information); Weeding (Library); World Wide Web
IDENTIFIERS- Web Sites

The process of selecting and maintaining the collection for the community consumes much of the staff's time in public libraries. Small libraries with fewer staff have less time for these activities. This handbook enables staff to use their time most efficiently while doing specific tasks; forms, checklists, and samples are used as guides. The main features of the Handbook are: 1) how to write a collection management plan using a fill-in-the-blank form with clear directions and a sample; 2) a checklist of community information sources; 3) guidelines for library surveys; 4) a quick technique for determining the median age of the collection; 5) list of collection development issues for a sample library; 6) easy-to-use weeding guidelines; 7) sample mission statements and collection policies from Colorado libraries; and 8) Internet policies and resource evaluation Web sites. This Handbook uses the collection management plan as the focus to assist small libraries in the work of continuing to create collections that match the needs and interests of the ever-changing communities. Written for libraries in Colorado, the Handbook supports library efforts to meet the Collection Standards section in the 1997 "Standards for Public Libraries in Colorado." Appendixes include: 1) sample collection management plan; 2) blank collection management plan form; 3) sample library surveys; 4) CREW weeding guidelines; 5) sample mission statements; 6) sample collection policies; and 7) sample internet policies. (AEF)

ED 426 703 IR 057 268

Tescione, Susan M.
Invisible Authorship: Women's Names, Databases, and Technology.
PUB DATE- 98
NOTE- 17p.; Revised version of a paper presented at the Annual Conference of Research on Women and Education at Michigan State University (24th, East Lansing, MI, October 22-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

This report presents data regarding employment and retention within Oklahoma of college graduates. Two specific issues addressed are: (1) the general productivity of the degree fields at the bachelor's and associate degree levels; and (2) the proportion of Oklahomans who receive these degrees and remain in the state over time. Both the academic degree fields and the Standard Industrial Classifications (SIC) are presented in a matrix. The tables display the distribution of graduates in each of 11 SIC codes by degree field. Data are presented separately for holders of bachelor's degrees and associate degrees or less. The study found that the degree-to-job relationship was more convoluted than expected. This may be due to the lack of correlation between classification systems and databases, or to the fact that there is not yet an agreed-upon expectation between the academic and employment sectors. Seventy-five to 80 percent of Oklahoma graduates remained in the state for work and/or further education. (AS)

ED 426 722 JC 990 049

Kruger, Mari Lynn
A Longitudinal Study of Native American Persistence in Community Colleges.
PUB DATE- 95
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Age; *American Indians; *Community Colleges; Dropout Research; Enrollment; Grade Point Average; Longitudinal Studies; Sex Differences; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Native Americans; *Washington State Community College System

This study, which includes a review of literature and a methodology description, investigates the persistence rates of 462 Native American first-time college students enrolled in community colleges throughout Washington State in the fall of 1988. Their progress was tracked over a six-year study period. Existing data from the State Board of Community and Technical Colleges were analyzed. The results of the study indicated that the persistence rates of Native Americans were low. Factors found to be related to persistence were gender, age, enrollment status, educational aspirations and college grade point average. A significant relationship was found between enrollment status (i.e. part-time versus full-time) and persistence. Results also indicated that a significant difference existed between the grade point average of persisters and non-persisters. The study concludes that developing new techniques to increase the retention of Native American students is an important challenge to higher education. Appended is a list of variables used in the study. (Contains 110 references.) (AS)

ED 426 723 JC 990 050

Bennett, Robby
Wallace Community College, Selma. Institutional Profile, 1997-1998.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English

NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; College Administration; *College Environment; *College Presidents; *Community Colleges; Educational Change; *Leadership; *Leadership Styles; Two Year Colleges

This paper examines leadership in higher education, specifically in community colleges. The first section reviews current definitions and theories of education, including transactional leadership (where there is an exchange between the leader and the follower) and transformational leadership (where the leader tries to change the framework itself by appealing to the needs of followers) philosophies. The second section discusses four cultures in higher education: (1) collegial, a culture that finds meaning primarily in the disciplines represented by the faculty; (2) managerial, a culture that finds meaning in the organization, implementation, and evaluation of work directed toward specified goals and purposes; (3) developmental, a culture that finds purpose in the creation of programs and activities that further the growth of all members of the collegiate community; and (4) negotiating, a culture that finds meaning in the establishment of egalitarian policies for the distribution of institutional resources. Finally, the third section of the paper focuses on issues of leadership in higher education, particularly the role of transformational leadership in the paradigm shift from a teaching culture to a learning culture. Contains 19 references. (SJL)

ED 426 743 JC 990 074

Robles, Harriett J.
Community Colleges as Learning Organizations.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *Community Colleges; Educational Change; Educational Finance; *Financial Support; *Governance; Learning; Organizational Theories; *Systems Approach; Two Year Colleges
IDENTIFIERS- Learning Organizations; *Senge (Peter)

This paper reviews two of the major issues affecting community colleges, funding and governance, examining them from a systems perspective--specifically in relation to selected theories of organizational learning disabilities and systems archetypes. The first section of the paper provides background on funding and governance issues as they relate to California community colleges. The second and third sections apply Peter Senge's theories of organizational learning disabilities and systems archetypes to actual examples of funding and governance. Two major system issues in funding involve: (1) the external, such as state and federal funding policies, over which colleges feel they have little control; and (2) the internal, regarding the systems colleges develop to allocate resources over which they do have control. In governance, the colleges have in place a system-shared governance that can provide the philosophical basis and practical means of creating a true learning organization. However, participants often have not received the training necessary to make shared governance as effective a contains chapters detailing the eight steps of the program: (5) "Step 1: Pay Attention!"; (6) "Step 2: Start Earning Peace and Cooperation with Praise"; (7) "Step 3: When Praise Is Not Enough, Offer Rewards"; (8) "Step 4: Use Mild Discipline--Time-out and More"; (9) "Step 5: Use Time-out with Other Misbehavior"; (10) "Step 6: Think Aloud and Think Ahead--What To Do in Public"; (11) "Step 7: Help the Teacher Help Your Child"; and (12) "Step 8: Moving toward a Brighter Future." The book's appendix contains a checklist to help evaluate whether your child has conduct disorder. A list of resources concludes the book. (EV)

ED 426 764 PS 027 066

Day, Pamela; Robison, Susan; Sheikh, Lisa
Ours To Keep: A Guide for Building a Community Assessment Strategy for Child Protection.
PUB DATE- 98
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Child Neglect; *Child Welfare; *Self Evaluation (Groups); Statewide Planning; Strategic Planning; *Systems Development
IDENTIFIERS- Child Protection; *Child Protective Services; Community Based Programming; Tools

This guide was written in response to growing concerns about the safety and well-being of children in America. The guide's primary purpose is to help planners involved in child protection reform, both at the agency level and as part of a community team, to develop a comprehensive approach to assessment in child protection. The guide is intended to assist planners in reviewing current practices and developing enhanced assessment capacity in the following ways: (1) suggesting a new framework for assessment consistent with community-based child protection; (2) demonstrating how to link assessment to the desired outcomes for children and families and to the goals of child protection reform; (3) describing a step-by-step process for developing a comprehensive assessment approach; (4) recommending core elements of an assessment strategy; and (5) providing information on the kinds of assessment tools and processes that are currently available, how effective they are, and how and when to use them. The guide's chapters are divided into two parts: (1) "Planning for Improved Assessment in Child Protection"; and (2) "Assessment Tools in Child Protection: A Critical Review." Appendices include resources for culturally competent assessment, sample tools and forms, tool characteristics, types of assessment in community-based child protection, and a case example. (Contains approximately 125 references.) (EV)

ED 426 765 PS 027 068

Bekman, Sevda
A Fair Chance: An Evaluation of the Mother-Child Education Program.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 98
NOTE- 142p.

health care, and strengthening vulnerable families. The report also describes federal and state welfare changes; and presents interviews with experts regarding the challenges facing Illinois families and the impact of welfare reform. The bulk of the document is comprised of data tables delineating countywide data on the indicators. Findings indicate that in 10 areas of child well-being, Illinois ranks thirty-eighth, marking a decline from the previous ranking of 35. Illinois has a high percentage of children living in extreme poverty, the second highest high school dropout rate in the Midwest, and the highest infant mortality rate and teen birth rate in the Midwest. References precede county data. (KB)

ED 426 782 PS 027 262

Evans, Judith L.; Ilfeld, Ellen M., Ed.; Hanssen, Elizabeth, Ed.
Inclusion. Inclusive ECCD: A Fair Start for All Children.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).; Christian Children's Fund Inc., Richmond, VA.; High/Scope Educational Research Foundation, Ypsilanti, MI.; Save the Children, Atlanta, GA.; United Nations Children's Fund, New York, NY.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).; World Bank, Washington, DC.; Aga Khan Foundation, London (England).
PUB DATE- 98
NOTE- 83p.; Journal is subtitled "An International Resource for Early Childhood Development."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Based Instruction (Disabilities); Disabilities; *Early Childhood Education; Educational Cooperation; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; *Normalization (Disabilities); *Regular and Special Education Relationship; *Special Needs Students
IDENTIFIERS- *Early Childhood Development Programs; UNICEF

Young children with special needs should be served within inclusive early childhood programs. Quality Early Childhood Care and Development (ECCD) programs provide a model to use when developing inclusive programs for children of all ages. This theme issue of "Coordinator's Notebook" focuses on the development of inclusive ECCD programs. The journal is divided into five sections. "Inclusion: Inclusive ECCD: A Fair Start for All Children" provides a brief description of the history of attention to those who are differently-abled, defines principles of programming for inclusive ECCD programs, identifies some of the issues related to creating inclusive early childhood programs, and outlines the goals for inclusive early childhood programs. "Related Resources" presents available independent, UNESCO, World Bank, and World Health Organization titles related to ECCD. "Moving Toward Inclusion: Experience in Inclusive ECCD from Guyana, Lao PDR, and Portugal" supplies case studies of processes undertaken to create inclusive ECCD programs in many parts of the world. "International and Inter-agency ECCD Initiatives" outlines current studies, projects, programs in the ECCD field. The journal's regular feature, "Network Notes," introduces relevant new organizations and reports on activities, meetings, and the calendar of the Secretariat and of the Partners of the Consultative Group on ECCD. (JS)

ED 426 783 PS 027 263

DESCRIPTORS- *Adoption (Ideas); *Outreach Programs; Program Evaluation; *Publicity; State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- Georgia; Welfare Reform

The Georgia Information Outreach to Reduce Welfare Dependency Project began in January 1996. The Georgia Department of Human Resources, Division of Family and Children Services (DFCS), commissioned the Southern Institute on Children and Families to conduct the project. Phase 1 of the project focused on the development of three information outreach brochures for use with welfare families, community organizations, and employers. (Appendices to this report contain black and white copies of the brochures and results from nine focus groups with whom the brochures were tested.) Phase 2 was launched in September 1996 with three briefing sessions sponsored by the state DFCS to preview the three information outreach brochures for major user groups prior to statewide dissemination. Following the state-level briefings, 30 presentations on the brochures were held in 10 Georgia counties at events hosted by county DFCS offices. In December 1996, a statewide training session on the information outreach brochures was held for DFCS staff. The information outreach brochures were extremely well received by community organizations and employers who attended the briefing sessions. County DFCS directors were enthusiastic about the brochures, and reaction from county DFCS staff was positive overall. County staff stressed the need to have enough brochures for widespread dissemination throughout the community and for internal use. To enhance the chances that the positive results attained in the project are realized statewide, the Southern Institute recommends that the state DFCS take several actions, including assigning responsibility to a specific office, directing that brochures be distributed and reviewed at welfare application and redetermination interviews, developing cross-training opportunities with other public agencies, and requesting that county DFCS offices that were not part of the project hold community briefing sessions on the brochures. (EV)

ED 426 802 PS 027 294

Holliday, Albert E., Ed.; Holliday, Joan M., Ed.
The Journal of Educational Relations, 1998.
PUB DATE- 98
NOTE- 165p.; For 1997 edition, see ED 423 981.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrators; Charter Schools; Educational Change; Educational Environment; Educational Finance; Educational Policy; Elementary Secondary Education; *Family School Relationship; Interprofessional Relationship; Principals; Program Descriptions; Public Relations; *School Administration; *School Community Relationship; Teacher Student Relationship; Teachers; Teaching (Occupation)

This document consists of the four 1998 issues of the "Journal of Educational Relations," published quarterly to promote student achievement through positive school-home-community relationships. Articles in the first issue include: "Policy Changes May Help Organizers of Charter Schools Meet Expectations" (Alex Medler); "Make Friends Before We Need Them: Operating a Key Communicator Program" (Martha Bruckner); and "Mission Statements" (John Koehn). Articles in the second issue include: "Are You Ready for a Referendum?" (Debi Edmund); and "Communication in Principalship" (Theodore Kowalski). Articles in the third issue include: "The Norwalk Mentor Program" (Susan

Stolen from Our Embrace: The Abduction of First Nations Children and the Restoration of Aboriginal Communities.
PUB DATE- 97
NOTE- 256p.; Photographs by David Neel.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *American Indian Education; American Indian History; *Boarding Schools; *Canada Natives; Child Abuse; *Child Welfare; Children; Church Role; Cultural Maintenance; Family Problems; Fetal Alcohol Syndrome; Foreign Countries; Government Role; Indigenous Populations; Personal Narratives; *Sexual Abuse; *Student Experience
IDENTIFIERS- Canada; *First Nations

A deliberate policy to separate and forcibly assimilate Aboriginal First Nations children into the mainstream has pervaded every era of Aboriginal history in Canada. Each era saw a new reason to take Aboriginal children away from their homes, placing them in residential schools, foster care, or non-Aboriginal adoptive families. In the words of individuals telling about their childhood, each chapter of this book focuses on a particular aspect of the history of Aboriginal children from the time of first European contact to the present. Chapter 1 relates the experiences of four generations of one author's Sto:lo family, describing the pre-European life of the tribe and removal of children by priests, social workers, and police. Daily life in residential schools and foster homes is described, along with children's attempts to preserve their language and culture amid universally abusive conditions. Chapter 2 deals with four centuries of Church-run residential schools, including: the Recollets in 1620; the Jesuits, Ursulines, Anglicans, and Methodists; and the Canadian government institutions which closed in 1984. Personal stories detail emotional, sexual, and physical abuses and the posttraumatic stress disorders of survivors. First Nations' attempts at redress are also described. Chapter 3 describes the growth and workings of the child welfare system after World War II. Chapters 4 and 5 deal with reasons for widespread sexual abuse and efforts to heal survivors and sex offenders. Chapter 6 looks at historical antecedents of fetal alcohol syndrome and ways in which Aboriginal communities are combating it and assisting its victims. Chapter 7 describes both the problems and the strong potential of Aboriginal youth today. Contains references, photographs, and an index. (SAS)

ED 426 822 RC 021 678

Potential Savings in Rural Public School Non-Instructional Costs through Shared Services Arrangements: A Regional Study.
SPONS. AGENCY- New York State Rural Education Advisory Committee.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Agency Cooperation; *Ancillary School Services; Change Strategies; Cost Effectiveness; Delivery Systems; Elementary Secondary Education; *Institutional Cooperation; *Public Schools; *Rural Schools; School Districts; School Surveys; *Shared Resources and Services; Small Schools
IDENTIFIERS- Boards of Cooperative Educational Services; *New York (Central)

lack of job prospects. All returnees were from local families. Youth need support and information. The formal school guidance system fails to recognize the dilemmas and tension involved in the migration decision and does not provide the information needed by someone newly independent and in a strange environment. This brief suggests that public policy designed for young people should increase their scope for choice, allowing decisions based on viable alternatives. (SV)

ED 426 839 RC 021 822

Spence, Beth
Whatever Happened to Pauley vs. Bailey? The Story of the Politics of Education in West Virginia!
PUB DATE- 98
NOTE- 106p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Activism; Centralization; Consolidated Schools; Court Litigation; Disadvantaged; *Disadvantaged Schools; Educational Change; Educational Discrimination; Educational Equity (Finance); Educational Finance; Educational History; Elementary Secondary Education; *Equal Education; *Politics of Education; Poverty; Property Taxes; *Rural Schools
IDENTIFIERS- *Pauley v Bailey; *West Virginia

This report looks at recent educational history in West Virginia, particularly in Lincoln County, where school conditions stemming from poverty and politics resulted in the historic 1982 decision by Judge Arthur Recht. The Recht Decision found that the state's public schools failed to meet the "thorough and efficient" standard demanded by the West Virginia Constitution. It ordered that school financing be restructured to provide the same educational opportunities to all children, regardless of property values in their counties. The task of formulating and implementing a Master Plan to satisfy the Recht Decision was given to the State Department of Education, an action deplored by reform activists. While the Master Plan resulted in increased supplies and equipment in poor schools and equalization of teachers' salaries across counties, it also led to massive school consolidation, the burden of which fell disproportionately on children in poor rural counties. This report draws on interviews with teachers, students, administrators, government officials, and parents to explore the Recht Decision and its impact on state education policy and state tax policy. Sections examine the conditions leading to Pauley v Bailey; the Recht Decision and its immediate aftermath; the history of tax inequities in West Virginia, where coal companies and other corporations have paid minimal taxes; formulas and other mechanisms used to allocate school funds; social, economic, and educational inequities and the politics that sustain them; opposition to and impacts of consolidation; recent court decisions revisiting the Recht Decision and its unfinished business; and recommendations. (SV)

ED 426 840 RC 021 824

Andrews, Susan B., Ed.; Creed, John, Ed.
Authentic Alaska: Voices of Its Native Writers. American Indian Lives.
PUB DATE- 98
NOTE- 204p.
LANGUAGE- English

Federal Funds for Research and Development: Fiscal Years 1996, 1997, and 1998. Volume 46. Detailed Statistical Tables.
PUB DATE- 98
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Federal Government; Federal Programs; Research Administration; *Research and Development; *Research and Development Centers; Tables (Data)

The data contained in the tables of this publication were derived from the Survey of Federal Funds for Research and Development and cover Fiscal Years 1996-1998. The data reflects research and development (R&D) funding levels as reported by 31 federal agencies from February through August 1997. All agencies that were identified as conducting R&D programs were surveyed. The agencies reported their data as obligations and outlays incurred, or expected to be incurred, regardless of when the funds were appropriated or whether they were identified in the respondents' budgets specifically for R&D activities. This report contains general notes about the survey, technical notes and definitions, a listing of federally-funded R&D centers by agency and administration, 135 detailed statistical tables in 16 categories, and a listing of the agencies surveyed. (WRM)

ED 426 863 SE 061 989

Ediger, Marlow
Leadership in the Science Curriculum.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; *Excellence in Education; Instructional Improvement; Instructional Innovation; *Leadership Qualities; School Administration; *Science Curriculum; *Science Education; Teachers

This paper lays out the characteristics of effective leadership in education, particularly science education. Teachers should be aware of different theories of instruction and apply them as student needs warrant. Quality supervisors and principals support teacher professional development, are effective communicators, encourage positive curriculum development, and set high standards for pupil achievement. Knowledgeable, skillful educational leaders should possess the ability to work successfully with others. (Contains 24 references.) (WRM)

ED 426 864 SE 062 158

NAEP 1992 Mathematics State Report for Alabama. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Hawaii on the NAEP mathematics scale was 213 compared to 217 nationwide; for Hawaii eighth-grade students the average proficiency was 257 compared to 266 nationwide. (ASK)

ED 426 875 SE 062 169

NAEP 1992 Mathematics State Report for Idaho. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Idaho; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Idaho, 2,784 fourth-grade students in 115 public schools and 2,645 eighth-grade students in 74 public schools were assessed. This report describes the mathematics performance of Idaho fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Missouri on the NAEP mathematics scale was 221 compared to 217 nationwide; for Missouri eighth-grade students the average proficiency was 270 compared to 266 nationwide. (ASK)

ED 426 887   SE 062 181

NAEP 1992 Mathematics State Report for Nebraska. The Trial State Assessment Program.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 93

NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- National Assessment of Educational Progress; *Nebraska; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Nebraska, 2,337 fourth-grade students in 120 public schools and 2,285 eighth-grade students in 85 public schools were assessed. This report describes the mathematics performance of Nebraska fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in South Carolina on the NAEP mathematics scale was 211 compared to 217 nationwide; for South Carolina eighth-grade students the average proficiency was 260 compared to 266 nationwide. (ASK)

ED 426 899 SE 062 193

NAEP 1992 Mathematics State Report for Tennessee. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 207p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Tennessee; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Tennessee, 2,708 fourth-grade students in 109 public schools and 2,485 eighth-grade students in 95 public schools were assessed. This report describes the mathematics performance of Tennessee fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using the first time include youth apprenticeships, the Educate America Act, revisions of Title I, the School-to-Work Opportunities Act, and other important themes that have been addressed by legislators and school decision makers. Chapter titles include: (1) "Socioeconomic Trends and the Social Class Structure"; (2) "Educational Selecting and Sorting in Postindustrial Metropolitan Society"; (3) "Problems of Children and Youths in Differing Social Class Environments"; (4) "Home Environment, the Family, and Cognitive Development"; (5) "The Peer Group"; (6) "The Transition from Adolescence to Adulthood"; (7) "Mobility and Education"; (8) "Low-Status Students and Compensatory Education"; (9) "Desegregation"; (10) "Cultural Pluralism and Minority Education"; (11) "Women and Education"; (12) "Additional Topics Focusing on Educational Equity"; and (13) "School Reform and Effectiveness." (EH)

ED 426 913 SO 029 195

Butts, R. Freeman
CIVITAS PRAGUE/1995 Viewed from Afar: A New Meaning for "World-Class Standards" in Education. Working Papers in Education, ED-95-3.
PUB DATE- 95
NOTE- 12p.; For CIVITAS: A Framework for Civic Education, see ED 340 654.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Civics; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; International Cooperation; National Standards
IDENTIFIERS- CIVITAS; Czechoslovakia (Prague)

This paper describes the importance of the CIVITAS Prague meeting in June 1995. The conference provided a much-needed look at the role of education in the future of world peace. This international conference of educators is likely to affect world history in the obvious ways that international meetings of diplomatic, military, or financial leaders do since it underscores the role that civic education can play in promoting democracy and peace in the world. Explanations are given about the significance of the term "civitas" and of the location of the meeting in Prague (Czechoslovakia). The paper explores the contributions of the National Standards for Civics and Government, and its predecessor volume: "CIVITAS: A Framework for Civic Education." The organizing questions and topics needed in civics education courses and how undergraduate education needs to address the need for civic education at the university level also are examined. (EH)

ED 426 914 SO 029 361

VanSledright, Bruce A.
Reasons Students Give for Studying American History.
PUB DATE- 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; Comparative

A study explored rates of learning and political interest among students in the "Introduction to American Government" course at a community college. The study was sparked by calls for program review and outcomes assessment that are commonplace on contemporary American campuses. The study featured a pretest/posttest methodology and required students to fill out a 23-question survey of political knowledge and participation at the start and finish of the semester-long course. Results provide benchmarks for comparison and validate increasing levels of knowledge and interest in politics over the duration of the semester. The survey scores improved, on average, by 10% at the end of the semester, without any prompting that a test was forthcoming. More importantly, questions measuring interest and participation in politics also suggested an increased willingness on the part of the students to follow politics. Moreover, differences in scores between men and women that appeared at the start of the semester were no longer evident at the end of the semester, suggesting that the course may have had its most profound impact on changing levels of knowledge and interest among female students. Overall, findings suggest that students depart the course with an increased understanding of core political concepts and facts and express a greater interest in following political affairs and engaging in political activities. (Contains 7 tables of data, 4 notes, and 11 references.) (Author/BT)

ED 426 934 SO 029 855

Bredo, Eric
The Darwinian Center to the Vision of William James.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evolution; Influences; *Intellectual History; *Philosophy; *Psychology; *Scholarship
IDENTIFIERS- *Darwin (Charles); *James (William)

The essence of William James's vision can sometimes be hard to discover due to emotional volatility and exploratory impulsiveness. On the other hand, beneath James's apparent inconsistency was a constancy of purpose that can be easily underestimated. This paper argues that the center of James's vision lay in an interpretation of Darwinism. By drawing specific connections between James and Darwin, the paper seeks to make James's overall approach clearer and to relate a variety of seemingly disparate themes within it. First the paper explores James's emotional concerns. Next the paper considers Charles Darwin's influence on James' thinking. The paper questions what it means to be "Darwinian," especially when considered philosophically, examining Darwin's accomplishments. According to the paper, Darwin introduced and legitimized a number of intellectual innovations that have become so familiar today that their radical character often goes unrecognized. Contending that pragmatism can be viewed as the generalization of Darwinian philosophy to human social and moral affairs, to see how James used Darwin's ideas, the paper first considers James's work in psychology and then in philosophy. The paper concludes that James tackled the problems facing him by adopting a version of an evolutionary philosophy.

references.) (BT)

ED 426 954 SO 029 881

O'Leary, B. M., Ed.; Govind, V., Ed.; Schwabe, C. A., Ed.; Taylor, J. M., Ed.
Service Needs and Provision in Gauteng.
PUB DATE- 98
NOTE- 164p.; For other books in this series, see SO 029 878-883. Colored maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Geographic Materials (133),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Developing Nations; Elementary Secondary Education; Foreign Countries; *Needs; Preschool Education; Profiles; *Services; *Socioeconomic Status; State Surveys; Tables (Data)
IDENTIFIERS- Basic Human Needs; *Geographic Information Systems; Public Services; *South Africa (Gauteng); Variables

This book, one of a series that uses Geographic Information Systems (GIS) to outline the need for and provision of services (education, health, housing, electricity, roads, telecommunications, postal services, and police services) in each of the nine South African provinces, presents a global view or indicator of the simultaneous influence of the socio-economic status of people and the level of provision of domestic services and public facilities the district of Gauteng. The view in this book encapsulates its social and service profile, obtained, first, by developing indices for the social and service variables for the district. The book uses a single index, or benchmark, of levels of socio-economic status, household services, and public facilities in each magisterial district, created by combining these indices. In order to provide information about local levels of development knowledgeable persons, involved in service delivery in each province, were contacted for their comments. The books in this series contain maps, tables, a bibliography, and contributions from spokespersons in non-governmental organizations, universities, government departments, service providers, parastatals, and research organizations. Demographic information used in the book is based on the 1991 census data. (Contains 39 references.) (BT)

ED 426 955 SO 029 882

O'Leary, B. M., Ed.; Govind, V., Ed.; Schwabe, C. A., Ed.; Taylor, J. M., Ed.
Service Needs and Provision in the Northern Province.
PUB DATE- 98
NOTE- 182p.; For other books in this series, see SO 029 878-883. Colored maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Geographic Materials (133),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Developing Nations; Elementary Secondary Education; Foreign Countries; Influences; *Needs; Preschool Education; Profiles; *Services; *Socioeconomic Status; State Surveys; Tables (Data)
IDENTIFIERS- Basic Human Needs; *Geographic Information Systems; Public Services; *South Africa (Northern Province); Variables

*Faculty Development; Foreign Countries; *School Culture; Teacher Collaboration; Teacher Improvement; Teachers
IDENTIFIERS- *Dependents Schools; Germany

In 1989, Department of Defense Dependents Schools (DoDDS) implemented the Study of Teaching (TST), a staff development program for administrators and teachers to promote professional collegiality. A 3-year evaluation of program implementation in the Germany Region for the Office of Dependents Education was undertaken. This report documents evolving implementation strategy, participant perceptions, and whether schools changed in support of program goals. TST provides a framework for studying and observing teaching. It promotes teachers using increased awareness and knowledge to select strategies appropriate to the particular needs of their classrooms and students. TST implementation involves coursework and school-based interventions to develop schools into workplaces that encourage continued learning. The 3-year study involved 12 schools in the Germany pilot program. Data collection included 812 administrator and teacher interviews, 15 interviews with DoDDS-Germany regional and district officials, and 26 interviews with the TST coordinator and trainers for DoDDS-Germany. There were also teacher questionnaires, observation of TST-related activities, and relevant documentation from all levels of DoDDS. Results found that the program was a high priority for DoDDs. Most administrators and teachers viewed TST positively, though they had difficulty sustaining some TST-related activities over time. After 3 years, most schools were only somewhat conducive to TST goals. Program implementation was influenced by each school's receptivity to change. Eight recommendations are provided. Three appendixes present data on the number of school-based interviews, school-based interview questions, and teacher surveys. (Contains 10 tables and 12 figures.) (SM)

ED 426 974 SP 038 269

Scott, Neil H.
Off to a Good Start: Report on the 1997-98 Beginning Teacher Induction Program in New Brunswick.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Mentors; Principals; Teacher Attitudes; Teacher Improvement
IDENTIFIERS- New Brunswick

For the third consecutive year, New Brunswick's Department of Education, in cooperation with the New Brunswick Teacher Association (NBTA) and the University of New Brunswick, organized a Beginning Teacher Induction Program (BTIP) in all 12 anglophone school districts. In 1998, data were collected using surveys from beginning teachers, mentors, principals, and district coordinators. Results indicated that nearly all participants in 2-day mentor training workshops were satisfied with the training. Most respondents were satisfied with district-wide and school-level activities organized for professional development. About three-quarters of beginning teachers indicated that insufficient time created problems in the mentoring program. About 30 percent said that different teaching assignments for mentors and partners caused problems. Mentors reported similar problems. Principals and coordinators analysis methods and a glossary. (Contains 14 references.) (SM)

ED 426 992 SP 038 291

Interagency Working Group on U.S. Government-Sponsored International Exchanges and Training. 1997 Annual Report.
PUB DATE- 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Federal Government; *Federal Programs; Foreign Countries; *International Programs; Professional Training; Program Improvement

The Interagency Working Group on U.S. Government-Sponsored International Exchanges and Training (IAWG) was created through Executive Order 13055 in 1997 to recommend to the President measures for improving the coordination, efficiency, and effectiveness of U.S. government-sponsored international exchanges and training. The IAWG's four goals for the first year were to collect, analyze, and report data from U.S. government agencies; promote cooperation and understanding on common issues; identify administrative and programmatic duplication of activities by various government agencies; and develop and assess a coordinated strategy for all U.S. government-sponsored international exchanges and training activities. The IAWG was also asked to develop recommendations on performance measures and develop strategies for expanding public and private sector partnerships. This report's eight chapters provide data on: (1) Mandates, (2) Programs of Science and Technology Agencies, (3) Defense Programs, (4) Common Issues and Challenges, (5) Partnerships, (6) Duplication and Overlap, (7) Clearinghouse Issues, and (8) Strategies and Priorities. The four appendixes contain Executive Order 13055, letters concerning coverage of the Executive Order, mandates, and an inventory of programs. (SM)

ED 426 993 SP 038 292

Strengthening the Profession that Shapes South Carolina's Future--Teaching.
PUB DATE- 98
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Labor Supply; *Labor Turnover; Teacher Effectiveness; *Teacher Recruitment; Teachers; *Teaching (Occupation)
IDENTIFIERS- *South Carolina

This report presents a proposed plan for addressing South Carolina's teacher recruitment and retention needs and ensuring that there is a highly qualified teacher workforce. Section 1, "Critical Issues Facing the Teaching Profession," describes the current status of teaching and includes background information and possible problems the state faces in ensuring a competent, caring workforce. Section 2, "Recommendations for Rebuilding the Infrastructure of South Carolina's Educational System," includes recommendations and action steps for policymakers. Section 3, "Current Recruitment and Retention," recaps the teacher recruitment and retention efforts currently underway in the state, including efforts by the South Carolina Center for Teacher Recruitment and other agencies and organizations. Section 4, "Teacher Recruitment Efforts Throughout the United

Studies Conducted 1990-1996.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; Data Collection; Disabilities; *High School Graduates; High School Students; High Schools; Job Training; *Outcomes of Education; Planning; Program Effectiveness; Program Evaluation; *Special Education; Student Surveys; *Transitional Programs
IDENTIFIERS- *Texas

To determine the effectiveness of special education and transition planning for students with disabilities in Texas, a 6-year study was conducted between 1990 and 1996. Data for the first 5 years were collected, analyzed, and reported by the Texas Education Agency, but the Region XI Education Service Center was designated to complete the sixth year of the study. This document reports the procedures for the collection and analysis of the final year of data collected in 1996 through surveys and document reviews. Components of the study were designed to assess the experiences of students with disabilities in employment; independent living; recreational, social, and leisure skill acquisition; and secondary education. The focus was on individual transition planning. The information gathered in this year will be used with information from other years of the study to design a new series of effectiveness studies. Findings show that most students found jobs through referral by friends or family or on their own and that service agencies played a relatively minor role in placing students in jobs. The majority of graduates surveyed thought that their high school experiences had prepared them adequately for their jobs. More than half the students in the longitudinal sample of approximately 953 students and 85% in the transition sample of about 425 students made less than $12,000 a year. Most graduates lived at home with their parents or other family members. The vast majority did not continue their education after leaving high school. Recommendations made for program improvement center on better delivery of transition services and improved communication about program services. Five appendixes contain references, some data collection instruments, a summary of data collected in the 1995-96 school year, a list of districts responding during that year, and a description of nine study focus groups. (Contains 4 figures, 14 tables, and 5 references.) (SLD)

ED 427 014 TM 029 350

Dowson, Martin; Cunneen, Tony
School Improvement That Works: Enhancing Academic Achievement through Motivational Change. A Longitudinal Qualitative Investigation.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cognitive Processes;

of their roles as evaluators, the eventual use of the data, and the purpose of the educational reform effort. Selected examples are presented from the evaluation study in order to illuminate the challenges evaluators face when involved in multi-level, comprehensive studies of evolving school improvement projects. The dilemmas are presented in order to foster thoughtful discussions of the challenges, opportunities, and obligations evaluators face in their work with participants and those who receive their findings. Data were collected at five middle schools in the New Orleans (Louisiana) area that were participating in the Learning Connections Project. Data were collected from each principal, 26 teachers, 461 students, and 21 parents. Linking the diverse data produced representation in determining weight in decision making. Data reduction by its nature entails losing information, and the challenges it poses can be viewed as negative consequences of program evaluation. However, they can also be seen as the impetus to reflective, careful, and thoughtful work. (Author/SLD)

ED 427 034 TM 029 411

Stanberry, Anne M.
Evaluating Existing Programs Using the Accountability Process.
PUB DATE- 98
NOTE- 14p.; Display session presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Data Analysis; Data Collection; Educational Change; *Evaluation Methods; Outcomes of Education; *Parents as Teachers; Program Effectiveness; *Program Evaluation
IDENTIFIERS- Reform Efforts; Stakeholders

J. Vella, P. Berardinelli, and J. Burrow (1998) described the "accountability process" of program evaluation. This process was implemented to evaluate a Parents as Teachers program after a year of operation. Evaluation included determining goals, identifying objectives, and determining the focus. Critical elements were identified for educational outcomes, as were key stakeholders' needs and priorities. Learning tasks and materials, expected outcomes, evidence of change, and documentation were identified, and the evidence was analyzed. For the educational process, elements to evaluate and learning tasks and materials were determined. Expected outcomes and evidence of change were identified. Data gathering procedures were developed, and the evidence was analyzed. Existing program data were classified into six categories: (1) objectives and program content; (2) learning tasks and materials; (3) anticipated changes in learning; (4) evidence of change; (5) documentation of evidence; and (6) analysis of evidence. Results, which show the effectiveness of the program to the various stakeholders, will be used as baseline data for a longitudinal study of program effectiveness. The six data classifications are presented as a chart, and four forms used in the evaluation are attached. (SLD)

ED 427 035 TM 029 412

Developmental Program Evaluation.
PUB DATE- 97
NOTE- 134p.

IDENTIFIERS- *F Test; Nonnormal Distributions; *Type I Errors;
Variance (Statistical)

The performance of analysis of covariance (ANCOVA) and six selected competitors was examined under varying experimental conditions through Monte Carlo simulations. The six alternatives were: (1) Quade's procedure (D. Quade, 1967); (2) Puri and Sen's solution (M. Puri and P. Sen, 1969); (3) Burnett and Barr's rank difference scores (T. Burnett and D. Barr, 1977); (4) Conover and Iman's rank transformation test (W. Conover and R. Iman, 1982); (5) Hettmansperger's procedure (T. Hettmansperger, 1984); and (6) the Puri-Sen-Harwell-Serlin test (R. Harwell and R. Serlin, 198). The conditions that were manipulated included assumptions of normality and variance homogeneity, sample size, number of treatment groups, strength of the covariate/dependent variable relationship, and multiple combinations of these factors. Results indicate that variance heterogeneity, especially in combination with unbalanced designs and severe nonnormality, had a profound impact on Type I error rates. The ANCOVA F-test was robust and exhibited high power under variance homogeneity, and for some cases of variance heterogeneity, but became less competitive as conditions departed from normality. (Contains 4 tables and 23 references.) (SLD)

ED 427 054 TM 029 435

Fasko, Daniel, Jr.; Skidmore, Ronald
Type of Questions and Anxiety, Attention, Question Confidence, and Metacognition.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Psychonomic Society (Dallas, TX, November 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Attention; Higher Education; *Metacognition; *Undergraduate Students
IDENTIFIERS- *Cognitive Complexity; Confidence; *Questions

The role of questions of different cognitive levels was investigated in four undergraduate classes with a total of 80 students. Previous research suggested that questions may distract students from a lecture, and that students felt more confident about responding accurately to low-order questions. It was speculated that anxiety interfered with one's confidence in responding to higher-order questions and metacognitive and attending behaviors. However, results do not support this supposition. There were no differences among higher-order, lower-order, and no-question groups in confidence. Results are discussed in relation to previous research and implications for future research and practice. (Contains 1 table and 40 references.) (Author/SLD)

ED 427 055 TM 029 436

Shelton, Matthew
Basic Concepts in Profile Analysis of Means.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; *Curriculum; *Educational Administration; Effective Schools Research; *Graduate Students; Graduate Study; Higher Education; *Instructional Leadership; *Integrated Activities; Principals; Researchers; Teaching Methods; *Team Teaching

An instructional component was developed for a Master's degree preparatory program in educational administration that was designed around cohort student groups and cohort teaching. The cohort teaching block was developed for the instructional block on the "Principal as Instructional Leader" to include professors from educational administration and curriculum and instruction. Textbooks and class content were selected to enhance the ability of instructional leaders to articulate theories that motivate the approaches they encourage their own staffs to embrace. The integrated interaction of the cohort teachers also models the nature of the topics covered in class. The interaction between the instructors demonstrates that different areas of expertise can be used for problem solving. Effective schools' research and expectancy theory are used in the course in discussions of the principal's role. The instructors also examine the classes from the standpoint of researchers, assessing growth in student attitudes and knowledge. Four appendixes contain documents used in the course, including a discussion of a principal's leadership platform, a summary of principles of instructional leadership, some effective teaching research findings, and a discussion of what principals should know. (SLD)

ED 427 075 TM 029 456

Wilson, Vicki A.
A Study of Reduction of Anxiety in Graduate Students in an Introductory Educational Research Course.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Educational Research; *Graduate Students; Graduate Study; Higher Education; *Introductory Courses; *Statistics; Teaching Methods

Anxiety about statistics can result in impaired performance, mental anguish, and avoidance of statistics courses needed for professional advancement. In this study, 53 graduate students enrolled in an introductory course in educational research were administered the Statistical Anxiety Rating Scale (STARS) (A. Onwuegbuzie, 1998). During the 7 weeks of the course, the instructor employed strategies noted in the literature as possibly helpful in alleviating anxiety in statistics classes: addressing the anxiety, using humor, applying statistics to real-world situations, reducing fear of evaluation, and encouraging students to work in cooperative groups. STARS was administered as a posttest at the final course session. A paired-samples t-test was used to compare the means of the pretest and posttest scores. Differences in the total score and five of six factors (worth of statistics, interpretation

ED 426 644 HE 031 747

Colleges & Communities. Partners in Urban Revitalization. A Report on the Community Outreach Partnership Centers Program.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC. Office of University Partnerships.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Cooperative Programs; Federal Programs; Grants; Higher Education; *School Community Relationship; *Urban Areas; *Urban Improvement

This annual report describes the activities of the Community Outreach Partnership Centers (COPC) program during its first four funding rounds (1994-97). This federal program supports university-community partnerships in urban communities. Part 1 examines the federal role in such partnerships, primarily as a catalyst for adding key financial, human, and technical resources to university and community assets. Part 2 explains how COPC works, noting that the program has resulted in 60 grants to 77 higher education institutions in 27 states and the District of Columbia. Part 3 identifies a broad range of COPC activities at specific institutions. Highlighted programs include: providing a vision and a plan to enable high school students to create computerized neighborhood maps (University of Memphis, Tennessee); building on the University of Pennsylvania's tradition of assisting community schools; offering computer training programs that allow local communities to compete for jobs in the new information economy (Marshall University, West Virginia); offering resources to assist small business entrepreneurs (Stillman College, Alabama); providing better housing opportunities (Tulsa College, Oklahoma and Duquesne University, Pennsylvania); creating health, safety, and environmental programs (Arizona State University); building community capacity and leadership (University of Illinois at Urbana-Champaign and Texas A&M University); and fostering institutional change (Bay Area (California) universities). (DB)

ED 426 645 HE 031 748

Smart, John C., Ed.; Tierney, William G., Ed.
Higher Education: Handbook of Theory and Research. Volume XIV.
PUB DATE- 99
NOTE- 499p.; For the previous volume, see ED 415 769.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; College Instruction; *Higher Education; *Institutional Research; Organizational Development; *Research and Development; *Theory Practice Relationship

The 11 papers in this collection address research and theory in higher education. The papers are: (1) "Teaching, Learning, and Thinking about Teaching and Learning" (W.J. McKeachie); (2) "Costs and Productivity in Higher Education: Theory, Evidence, and Policy Implications" (Darrell R. Lewis and Halil Dunbar); (3) "Institutional Adaptation: Demands for Management Reform and University Administration" (Patricia J. Gumport and Barbara Sporn); (4) "University Restructuring: The Role of Economic and

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *College Choice; College Preparation; Correlation; Decision Making; Educational Finance; Family Financial Resources; Family Income; High Schools; Higher Education; Multiple Regression Analysis; *Parent Financial Contribution; *Paying for College; Postsecondary Education; Predictor Variables; Student Characteristics; Student Costs; *Student Financial Aid
IDENTIFIERS- *Indiana

This study focuses on predictors of student sensitivity to college tuition and financial aid in their college choice process. Data were drawn from a longitudinal study on the postsecondary education choices of high school students in the state of Indiana. The variables student and family background, student academic characteristics, student perceptions of family financial support, student connections with institutions, and student awareness of financial aid programs were measured against student price sensitivity. Multiple regression analysis of the data suggests that students are rational actors in their decisions and that price sensitivity is complex. As family income, or the perception of parental willingness to pay, increases student sensitivity to tuition costs and financial aid decreases. Women, however, appear to be more sensitive to tuition costs than men, suggesting that females perceive gender bias in family willingness to pay. The results also indicate that information about specific institutions, about postsecondary education in general, and about financial aid influence tuition and financial aid sensitivity; however, institutional information appears to be negatively associated with tuition sensitivity. Five tables summarize the data. An appendix notes measurement of dependent and independent variables. (Contains 31 references.) (CH)

ED 426 666 HE 031 823

Trend Book.
PUB DATE- 99
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; College Bound Students; College Faculty; College Graduates; Community Colleges; Educational Trends; Enrollment Management; *Enrollment Trends; High School Graduates; *Higher Education; *Outcomes of Education; *Public Education; School Holding Power; State Aid; State Colleges; State Departments of Education; State Universities; Statistical Analysis; Statistical Data; *Student Financial Aid; Surveys; Tables (Data); Tuition
IDENTIFIERS- *Maryland

This document presents trend data, covering approximately a ten-year span, on Maryland postsecondary schools. The tables are grouped into nine topics: (1) factors affecting enrollment trends in the college-going rates of Maryland high school seniors, their intended major, college admissions test scores, and performance in college; (2) enrollment on Maryland campuses by level, gender, race, residency, and program; (3) retention, transfer, and graduation transfer patterns, retention, and graduation rates; (4) degrees number of degrees and certificates awarded at Maryland campuses, including breakdowns by race and gender; (5) graduate outcomes summarizes information from surveys of community college graduates and bachelor's degree recipients about their postgraduation social justice and equality. It is argued that identity politics is a reaction to the cultural hegemony reinforced through longstanding monocultural norms of the academy. A case study methodology used such data as formal and informal interviews, open-ended surveys, document surveys and analysis, participant observation, key informants, and artifact interpretation. Chapter 1 provides an introduction to student activism and its origins. Chapter 2 reviews student activism from the 1960s (the civil rights, free speech, and peace movements) through the acquiescence of the 1970s and the South Africa divestment movement of the 1980s. The following five chapters present case studies of specific acts of student activism in the 1990s. These are: (1) the Chicano Studies Movement at the University of California, Los Angeles; (2) the Mills College Strike, a movement against making Mills, a women's college in California, a coeducational institution; (3) the struggle of American Indians at Michigan State; (4) gay liberation at Pennsylvania State University; and (5) African American resistance at Rutgers (New Jersey). The final chapter summarizes how the case studies demonstrate development of a student activist identity and the growing influence of multiculturalism. (Individual chapters contain references.) (DB)

ED 426 685 HE 031 843

Gow, Kathryn; Litchfield, K.; Sheehan, M.; Fox, T.
How Australian Academic Sociologists Rate the Importance of Generic and Specialist Competencies.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the Australian Sociology Association (Brisbane, Queensland, December 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; *Competence; Competency Based Education; Foreign Countries; Higher Education; Rating Scales; *Sociology; Specialization; *Student Educational Objectives; Surveys; Tables (Data); Undergraduate Study
IDENTIFIERS- *Australia

This report presents findings of a study which surveyed 393 Australian academics and employers concerning their views about essential specialist and generic competencies for sociology graduates. The study designed four questionnaires, one for each professional group psychology, human services, counseling, and sociology and these were completed by 233 academics and 160 psychology, human services, and counseling employers. Tables present ratings for 77 specialist competency elements and 42 generic competency elements. Another table compares mean ratings on 41 competencies of sociology academics, all social science academics, and social science employers. Significant differences were found between sociology and other social science academics on 7 items and between sociology academics and social science employers on 19 items. (Contains 32 references.) (DB)

ED 426 686 IR 018 687

Branch, Robert Maribe, Ed.; Fitzgerald, Mary Ann, Ed.
Educational Media and Technology Yearbook, 1998. Volume 23.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Authors; *Databases; Educational Researchers; *Females; Higher Education; Indexes; *Indexing; Information Dissemination; Information Retrieval; Information Seeking; Information Sources; Internet; *Online Searching; Policy; *Policy Formation; Publications
IDENTIFIERS- ERIC; *Personal Names

Bibliographic databases act as search tools to locate relevant literature and information, but they also disseminate information about the works indexed in the records. Articles and authors that cannot be found cannot be cited, and the ability to disseminate data for that particular work is diminished. This study found no significant differences in publication patterns in a small sample of men and women educational researchers. However, results indicated that 50% of the published work of researchers in this sample was not retrievable by author name. The Educational Resources Information Center's (ERIC's) "First Author and Others" policy (which changed in 1998 to include all personal authors appearing on a document) and the Institute for Scientific Information's (ISI's) use of APA (Publication Manual of the American Psychological Association) format in indexing author names limits the ability of users to access records in author name searches. Technology has advanced; these policies are no longer necessary. Core literature indexing policies can be detrimental to women researchers who are more prone to hyphenation, name changes, and name variants than are men. Women are also more likely to be subsequent authors than are men, and are therefore more likely to be limited by database policies. Database policies should be changed to credit all authors for their work. Tips are provided for limiting the damage of the most common pitfalls. (AEF)

ED 426 704 IR 057 269

Agingu, Beatrice O.; Johnson, Minnie M.
Graduate Students Library Satisfaction Survey: Miller F. Whittaker Library, South Carolina State University.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Graduate Students; Graduate Study; Higher Education; Library Materials; Library Services; Library Statistics; *Library Surveys; Program Effectiveness; *Student Attitudes; *User Needs (Information); *User Satisfaction (Information)
IDENTIFIERS- *South Carolina State University

This article reports the findings of a library user satisfaction survey of graduate students conducted by the library staff at South Carolina State University. The survey evaluated the effectiveness of the library's programs, resources, and services in meeting the informational needs of graduate students at this institution. The objectives of the survey were to: (1) identify the gender and category of the library user; (2) determine how often graduate students used the library; (3) evaluate the effectiveness of the resources and services available in the library; (4) determine the appropriateness of the library hours; and (5) identify the most and the least used services and resources. Results reveal that although most graduate students are satisfied with the resources and services provided, there is still need for up-to-date materials, more

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Budgets; College Faculty; College Planning; College School Cooperation; Community Colleges; *Educational Facilities; *Educational Finance; *Enrollment Trends; *Institutional Characteristics; *Student Characteristics; Teacher Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Wallace Community College AL Selma

Focusing on data for 1997-1998, this institutional profile provides information on students, faculty, staff, finance, facilities, and services at Alabama's Wallace Community College, Selma (WCCS). An introduction provides a history of WCCS, reviews the college's mission and goals, presents maps of WCCS' service area and campus, and provides organizational charts of the college and the adult education division. Data then provided include students related to credit hour production, 1988 to 1998; credit enrollment history, 1991-1997; credit enrollment by race, sex, and county, fall 1997; grade distribution for credit courses, 1990-97; feeder high school enrollment, 1997-98; enrollment history by program, 1991-97; awards conferred by program, 1997-98; student financial aid profiles, 1991-98; non-credit enrollment, 1997-98; companies served through business and industry instruction, 1997-98; and job placement statistics, 1987-98. The next section provides data on student support services, including the WCCS Transfer Initiative and Educational Talent Search Program, an effort involving 11 target high schools to promote college attendance through student services. Tables are provided on fall 1997 school personnel, including comparative data on salaries for the WCCS and the Alabama College System (ACS) and data on race, gender, length of service, age, and highest degree earned. Following information on fiscal year 1997 library resources, financial data are provided for 1992-97, including revenue/expenditure percentages for restricted and unrestricted funds, total current funds, and WCCS foundation revenues. Data on physical plant assets and a building inventory are presented, followed by information on the ACS, including student headcount by race and sex and personnel classified by salary schedule for fall 1997. Finally, an evaluation form is provided for the 1997-98 profile. (SL)

ED 426 724 JC 990 051

Warford, Larry J.
Community Learning Centers: A Reality for the Twenty-first Century.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Role; Community Colleges; Continuing Education; *Distance Education; Educational Facilities; *Educational Technology; High Schools; School Community Relationship; *Telecourses; Two Year Colleges
IDENTIFIERS- *Lane Community College OR

This document provides information about the creation and implementation of 12 community learning centers at selected high schools within the Lane Community College (Oregon) district. Community learning centers are founded on the belief that high schools are the center of education in communities and that community colleges should take learner-centered decision-making process as it could be. The paper concludes with the assertion that the systems theory approach can be very beneficial in aiding a complex community college system like California's change from a teaching to a learning organization. Contains 11 references. (SJL)

ED 426 744 JC 990 075

Robles, Harriett J.
What Educational Administrators Need To Know about Information and Information Systems: A User's Point of View.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Administrators; College Administration; Community Colleges; *Educational Environment; Higher Education; *Information Systems; *Organizational Climate

This paper examines what educational administrators need to know about information systems in order to be effective within a system of higher education, particularly a community college, environment. The first section provides a general overview of the nature and role of information in contemporary organizations. The second section focuses on the role of information in higher education environments. Also examined in this section are the characteristics and distinct informational needs of four academic cultural types: collegial, managerial, developmental, and negotiating. Regardless of their cultural type, all institutions will need to realign their structures in response to the demands of the information age, the need for individualized learning, the mandate for lifelong learning, and the need for high-quality and flexible enabling services. The paper concludes with a list of 27 recommendations for managing information in an educational setting, drawn from the author's experience at a community college whose primary academic culture was developmental. Contains 17 references. (SJL)

ED 426 745 JC 990 076

Catt, Stephen Richard
Adjustment Problems of Freshmen Attending a Distant, Non-Residential Community College.
PUB DATE- 98
NOTE- 139p.; Ed.D. Dissertation, University of Pittsburgh.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Persistence; *Adjustment (to Environment); *College Freshmen; College Role; *Community Colleges; High Risk Students; School Holding Power; *Student Needs; *Student School Relationship; Two Year College Students; Two Year Colleges; *Well Being

This case study examines the problems faced by traditional-age students moving to a community to attend a community college without residence halls, and explores why these students have less academic success and greater attrition than similar students living in their home community. After a review of literature, the paper describes a qualitative study of a single site in the northeastern United States, where students and employees were interviewed in order to understand what obstacles existed, and if the college provided any support services for this population. Additional analysis was done on

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Programs; At Risk Persons; Child Development; Early Childhood Education; Educational Strategies; *Family Programs; Foreign Countries; Models; *Mothers; *Nonschool Educational Programs; Parent Child Relationship; Parent Influence; Program Evaluation
IDENTIFIERS- Turkey

This book examines the content and effects of the Mother-Child Education Program, an early childhood and adult education program implemented widely in Turkey. The book presents a multipurpose education model, which draws on research indicating that support in early years can affect the development of the child, and which can be used to disseminate early childhood education at a low cost to groups who are most in need. Following a brief preface, the first section of the book examines the Mother-Child Education Program, including the theoretical rationale, how the program is implemented, and how it is disseminated. The second section details the immediate effects of the program, effects on initial school success, and program implementation and dissemination. The third section discusses findings of the study investigating the effects of the program. The fourth section, based on mothers' self-reports, notes changes seen in children, in the mother-child relationship, in the mothers' personality, in the family and the father, and overall opinions of the program. Four appendixes chart the program's immediate effects, initial school success and school adaptation, program implementation evaluation, and a sample enrichment unit from the program. (Contains 137 references.) (SD)

ED 426 766 PS 027 088

Mills, Kay
Something Better for My Children: The History and People of Head Start.
PUB DATE- 98
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; Family School Relationship; Government Role; Interviews; *Personal Narratives; Poverty; Preschool Education; Program Development; Teacher Student Relationship
IDENTIFIERS- *Project Head Start

Based on 2 years of visits to Head Start programs across the country, this book compiles firsthand accounts and personal chronicles of the effects of participation in Head Start. The book's first section, "Making the Promise," contains chapters: (1) "The First Day of School at Watts Towers Center"; (2) "Stonewall, Texas: How It All Began"; and (3) "Mississippi: The Fight for Control." The second section, "Meeting the People," contains chapters: (4) "Fort Belknap, Montana: A Powwow To Preserve a Culture"; (5) "Auburn, Alabama: Reaching beyond the Classroom"; (6) "Westley, California: Seasons on the Soil"; (7) "Montgomery County, Maryland: Head Start in a Suburban School System"; and (8) "Where Are They Now?" The third section, "Tackling the Problems," contains chapters: (9) "Minneapolis: Who Shall Teach?"; (10) "Getting Men Involved, Getting Communities Involved"; (11) "Getting It Together"; (12) "Getting Healthy, Staying Healthy"; and (13) "Keeping It

Early Literacy Experiences in the Home. Indicator of the Month.
PUB DATE- 98
NOTE- 3p.; Extracted from "The Condition of Education, 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Emergent Literacy; Family Characteristics; *Family Involvement; Libraries; Minority Groups; Preschool Education; Reading Aloud to Others; Story Telling

This "Indicator of the Month" presents data on early literacy experiences in the homes of American children. In addition to data tables, key findings are summarized in the text. Key findings are: (1) in 1996, more than 80 percent of children ages 3-5 were read to three or more times or told a story in the past week by a parent or family member, while 38 percent had visited a library in the past month, and the percentage of children who were read to or told a story increased between 1991 and 1996; (2) children ages 3-5 who were not enrolled in preprimary education were just as likely to have been told a story in the past week by a parent or family member as their peers enrolled in kindergarten, but they were less likely to have been read to three or more times in the past week or to have visited a library in the past month; (3) white children ages 3-5 were more likely to have received these early literacy experiences than black or Hispanic children; (4) children whose parents had at least a bachelor's degree were more likely to have been read to or to have visited a library than children whose parents had only a high school diploma or GED. (EV)

ED 426 784 PS 027 264

Preprimary Education Enrollment. Indicator of the Month.
PUB DATE- 99
NOTE- 3p.; Extracted from "The Condition of Education, 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; *Enrollment; *Enrollment Trends; Family Characteristics; Kindergarten; Minority Groups; School Readiness; Tables (Data); Young Children

This "Indicator of the Month" from the National Center for Educational Statistics presents data on American children's participation in preprimary education. In addition to data tables, key findings are summarized: (1) preprimary enrollment rates for 3-, 4-, and 5-year-olds were higher in 1996 than in 1991--in 1996, 37 percent of 3-year-olds, 58 percent of 4-year-olds, and 90 percent of 5-year-olds were enrolled in preprimary education; (2) in 1996, similar percentages of White and Black 3- and 4-year-olds were enrolled in center-based programs, while their Hispanic peers were less likely to be enrolled; (3) three- and four-year-olds from families with incomes of more than $50,000 were more likely than 3- and 4-year-olds from families with incomes of $50,000 or less to be enrolled in preprimary education; and (4) there was a positive relationship between parents' educational attainment and the enrollment rates of 3- and 4-year-olds; as parents' educational attainment increased, so did enrollment rates of their children. (EV)

ED 426 785 PS 027 265

Schulman, Karen; Adams, Gina
The High Cost of Child Care Puts Quality Care Out of Reach for

Weinberger); "Enhance Your Board's Effectiveness Through Self-Evaluation" (Kathie Rozovicks); and "What Schools Are Expected to Do" (David Gilman). Articles in the fourth issue include: "Community Education" (Larry Decker); "School Climate has a Major Impact on School Improvement" (M. Scott Norton); and "Conduct a Climate Audit" (Jim Ellsberry). Each issue also contains a teaching or administrative case study and response, book reviews, and articles in which educators share insights regarding improvements in school-community relations. (KB)

ED 426 803 PS 027 297

Blank, Helen; Poersch, Nicole Oxendine
Working with State and Local Elected Officials: A Guide for Early Care and Education Advocates.
SPONS. AGENCY- Ford Foundation, New York, NY.; Travelers Companies Foundation, Hartford, CT.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Day Care; *Early Childhood Education; Local Government; *Public Officials; State Government; *State Officials
IDENTIFIERS- *Advocacy Training

This report focuses on working effectively with elected officials and policy makers, and may be used as a guide for self-assessment and as a training tool. Following an introduction outlining the importance of working effectively with state and local policy makers and reviewing state laws concerning lobbying, the guide is divided into 15 sections detailing effective advocacy activities: (1) "infuse your work with a long-term vision for children"; (2) "organize your network"; (3) develop a legislative agenda:; (4) "do your homework"; (5) "build good relationships with your elected officials"; (6) communicate effectively with legislators and staff; (7) "personalize your issue"; (8) "actively pursue your agenda"; (9) "use your network"; (10) "use your legislators resource"; (11) learn to compromise and negotiate; (12) "express your appreciation and take opportunities to give credit to your legislator"; (13) work with candidates before they get elected; (14) do not forget the executive's office; and (15) work with agency administrators. Two appendices include sample fact sheets and other advocacy materials. (KB)

ED 426 804 PS 027 298

Rekindling the Spirit: A Vision for the New Millennial Movement To Leave No Child behind.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 98
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Family; Black Youth; Change Strategies; *Child Advocacy; Child Welfare; Childhood Needs; *Children; Helping Relationship; Leadership; *Well Being
IDENTIFIERS- *Black Community Crusade for Children; *Childrens

A study was undertaken in 16 rural New York school districts to determine the feasibility of sharing noninstructional services as an avenue to achieving cost savings and enhanced services. The districts involved were within the Delaware/Chenango/Madison/Otsego BOCES (Board of Cooperative Educational Services) in a rural mountainous region of central New York. Districts ranged in size from 350-2500 students, with the median about 1100. In each district, at least four meetings were held--with administrators, supervisors of support services, board of education members, and local government officials and community members. Participants were interviewed and completed surveys to identify services that lend themselves to sharing, areas of concern in the sharing of services, and existing areas of sharing. Areas of focus were the business office, transportation, cafeteria, and operations and maintenance. Many school districts were already sharing limited services with local governments on an informal basis. Most obstacles to sharing involved local "politics." Recommendations offer three options for making changes: immediate improvements, a holistic approach to sharing, and redesign of service systems. Appendices contain profiles of three consultants involved in the study, the interview schedule, and summaries of related research in New York and seven other states and provinces. (SV)

ED 426 823 RC 021 681

Kawagley, Angayuqaq Oscar; Barnhardt, Ray
Education Indigenous to Place: Western Science Meets Native Reality.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *Cultural Differences; *Culturally Relevant Education; Ecology; *Educational Philosophy; Experiential Learning; *Holistic Approach; Interdisciplinary Approach; Outdoor Education; Tribally Controlled Education; *World Views
IDENTIFIERS- *Indigenous Knowledge Systems; Sense of Place

Indigenous peoples throughout the world have sustained their unique world views and associated knowledge systems for millennia. Many core values, beliefs, and practices associated with those world views have an adaptive integrity that is as valid today as in the past. However, traditional educational processes to transmit indigenous beliefs and practices have frequently conflicted with Western formal schooling and its world view. This paper examines the relationship between Native ways of knowing and those associated with Western science and formalized schooling in order to provide a basis for an education system that respects the philosophical and pedagogical foundations of both cultural traditions. Although examples are drawn from the Alaska Native context, they illustrate issues that emerge anywhere that efforts are underway to reconnect education to a sense of place. Elements of indigenous and Western world views are contrasted. Vignettes and examples depict the obstacles to communication between state agency personnel and local elders discussing wildlife and ecology issues; a cross-cultural immersion program for non-Native educators, held at a remote camp with Native elders as instructors; areas of common ground across world views; and indigenous implications for a pedagogy of place. Educational

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *American Indian Education; American Indians; *Cultural Background; Elementary Secondary Education; Eskimos; Experience; *Family Life; *Folk Culture; Higher Education; Nonformal Education; Personal Narratives; Rural Population; Social Life
IDENTIFIERS- *Alaska; *Arctic; Chukchi News and Information Service AK; Cultural Journalism; Subsistence Lifestyle

This book compiles the best selections from the Chukchi News and Information Service, a University of Alaska project that for the past decade, has published the writings of Native college students from rural and remote regions of Alaska. The writers are primarily nontraditional older students who are Inupiaq, Yup'ik, or Siberian Yup'ik Eskimos or Athabascan Indians. An introduction reviews the recent history of economic and cultural change in rural Alaska and the ways in which rural Alaska Natives are finding success in a cross-cultural world through education. The 52 selections are organized in 5 sections: autobiography (growing up in the Arctic, lessons learned from grandparents and other family members); rural Alaska life (hunting, fishing, food preparation, other subsistence skills); stories of the North (memorable experiences); formal schooling (culture conflict and other unpleasant school experiences, lack of true Native history in textbooks, an Inupiaq educator's efforts to link elders and students, village English, learning about computers, student persistence to obtain a college degree); and traditional and Western cultures (missionaries, customs related to death and funerals, Eskimo dancing, cultural values, marriage, racial discrimination, overcoming alcoholism, intergenerational conflicts, balancing family life and work away from home). Contains a glossary, author profiles, an index, and photographs. (SV)

ED 426 841 RC 021 825

Popp, Robert J.
Kentucky Migrant Technology Project: External Evaluation Report, 1997-98.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 98
NOTE- 153p.; For related CD-ROM, see RC 021 826.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Dropouts; Elementary Secondary Education; *Migrant Education; Parent Participation; Program Evaluation; *Staff Development; Student Records; Student Recruitment; *Technological Literacy
IDENTIFIERS- Kentucky; *Technology Integration

During its first year of operation (1997-98), the Kentucky Migrant Technology Project successfully implemented its model, used internal and external evaluations to inform improvement of the model, and began plans for expansion into new service areas. This evaluation report is organized around five questions that focus on the project model and its implementation, reaching the target population, service delivery, project outcomes, and evaluation to improve program effectiveness. The project seeks to develop innovative uses of technology to enhance the education of migrant students: to

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- *Alabama; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Alabama, 2,605 fourth-grade students in 106 public schools and 2,623 eighth-grade students in 102 public schools were assessed. This report describes the mathematics performance of Alabama fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Alabama on the NAEP mathematics scale was 207 compared to 217 nationwide; for Alabama eighth-grade students the average proficiency was 251 compared to 266 nationwide. (ASK)

ED 426 865 SE 062 159

NAEP 1992 Mathematics State Report for Arizona. The Trial State Assessment Program.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 93

NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Idaho on the NAEP mathematics scale was 220 compared to 217 nationwide; for Idaho eighth-grade students the average proficiency was 274 compared to 266 nationwide. (ASK)

ED 426 876 SE 062 170

NAEP 1992 Mathematics State Report for Indiana. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Indiana; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Indiana, 2,593 fourth-grade students in 105 public schools and 2,659 eighth-grade students in 102 public schools were assessed. This report describes the mathematics performance of Indiana fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Nebraska on the NAEP mathematics scale was 224 compared to 217 nationwide; for Nebraska eighth-grade students the average proficiency was 277 compared to 266 nationwide. (ASK)

ED 426 888 SE 062 182

NAEP 1992 Mathematics State Report for New Hampshire. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Hampshire; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In New Hampshire, 2,316 fourth-grade students in 104 public schools and 2,582 eighth-grade students in 73 public schools were assessed. This report describes the mathematics performance of New Hampshire fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Tennessee on the NAEP mathematics scale was 209 compared to 217 nationwide; for Tennessee eighth-grade students the average proficiency was 258 compared to 266 nationwide. (ASK)

ED 426 900 SE 062 194

NAEP 1992 Mathematics State Report for Texas. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; *Texas; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Texas, 2,623 fourth-grade students in 105 public schools and 2,614 eighth-grade students in 103 public schools were assessed. This report describes the mathematics performance of Texas fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are

Analysis; Curriculum Development; Grade 5; Grade 8; Instructional Effectiveness; Intermediate Grades; Secondary Education; *Student Attitudes; *Student Reaction; *United States History
IDENTIFIERS- Historical Interpretation

This study presents students' responses to the question: "Why do you think they teach you American history in school?" It also provides responses to a second related question: "How might learning history help you in your life away from school?" The study also discusses the types and nature of the rationales students offered and places them against the background context of the U.S. history classroom and curriculum. Subjects were 30 students--12 fifth graders, 12 eighth graders, and 6 high school students from schools in the Midwest. Among the study's conclusions are that presuming that discussions of rationales for studying U.S. history are a sparse feature of standard U.S. history courses, nevertheless, many of these students were able to offer interesting and coherent responses to the question. It is suggested that a shift in how history is learned would see multiple interpretations and points of view, questions of evidence would arise frequently, and debate about the "construction of history" would be common. (Contains 2 tables of data and 44 references.) (BT)

ED 426 915 SO 029 413

Barton, Keith C.
"That's a tricky piece!": Children's Understanding of Historical Time in Northern Ireland.
PUB DATE- 98
NOTE- 64p.; Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998.)
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cultural Context; Elementary Education; European History; Foreign Countries; *History Instruction; Social Environment; *Student Attitudes
IDENTIFIERS- *Northern Ireland

This study used open-ended interviews and classroom observations to examine the development of children's understanding of historical time in Northern Ireland. Even the youngest made distinctions among past times, and these differentiations became increasingly numerous with age; students also were able to sequence historic time periods with a high degree of accuracy. This categorization and sequencing involved using personal and family experience, historical information learned in and out of school, and assumptions about the nature of change over time. In addition, students had mastered the arithmetical and linguistic conventions for dates and other standardized notations of time, but the accuracy of their attempts to use such systems depended on their recognition of reference points which they associated with specific visual images; these reference points also derived from personal and family experience and historical information learned in and out of school. These findings indicate that students' understanding of historical time depends on their facility with a set of learned and culturally embedded strategies for describing the past. Differences between the students in this study and those described in previous U.S. research further highlight the impact of learning and cultural context on the development of children's understanding of historical time. (EH)

(Contains 20 notes and 33 references.) (BT)

ED 426 935 SO 029 856

Gutierrez, Kris D.; Stone, Lynda D.
An Emerging Methodology for Cultural-historical Perspectives on Literacy Learning: Synchronic and Diachronic Dimensions of Social Practice.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Research; Diversity (Student); Educational Environment; *Educational Practices; Elementary Secondary Education; Heuristics; *Literacy; Multicultural Education; *Urban Education
IDENTIFIERS- Learning Environments; Situated Learning; *Theoretical Orientation

This paper begins from the premise that, while there is much to be learned from research, it should also be recognized that there is a need for research methodologies and theoretical frames that provide the possibility of more local explanations for the dilemmas and problems facing urban education. The paper contends that situated understandings of education provide insight into the cognitive and social consequences of educational policies and practices. To accomplish this, the paper examines critically the theoretical constructs that currently underlie the educational treatment of students in general, but particularly of linguistically and culturally diverse students, and of the routine practices of urban classrooms and schools. The goal of the research discussed in this paper is to provide a language for describing urban schooling and its literacy practices, and to provide a critical analysis of their outcome. Drawing on a body of research on urban education, literacy learning and its social organization, and the relationship of the literacy learning to the practices of the local community, the paper proposes a syncretic framework for the study of literacy in formal and nonformal educational settings. According to the paper, the theoretical and methodological approaches outlined for the study of classroom literacy practices are heuristics intended to provide a measure of clarity to more traditional ways of viewing formal and informal learning settings. (Contains 3 figures and 54 references.) (BT)

ED 426 936 SO 029 857

Woodman, Gail
Using Critical Thinking in the Arts To Improve Decision Making and Problem Solving.
PUB DATE- 97
NOTE- 78p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Art Activities; *Art Education; *Critical Thinking; *Decision Making; Grade 6; Intermediate Grades; *Metacognition; Pretests Posttests; *Problem Solving; Skill Development
IDENTIFIERS- Illinois (North)

This report describes a plan for utilizing critical thinking in

This book, one of a series that uses Geographic Information Systems (GIS) to outline the need for and provision of services (education, health, housing, electricity, roads, telecommunications, postal services, and police services) in each of the nine South African provinces, presents a global view or indicator of the simultaneous influence of the socio-economic status of people and the level of provision of domestic services and public facilities in the Northern Province. The view in this book encapsulates its social and service profile, obtained, first, by developing indices for the social and service variables for the district. The book uses a single index, or benchmark, of levels of socio-economic status, household services, and public facilities in each magisterial district, created by combining these indices. In order to provide information about local levels of development, knowledgeable persons involved in service delivery in each province, were contacted for their comments. The books in this series contain maps, tables, a bibliography, and contributions from spokespersons in non-governmental organizations, universities, government departments, service providers, parastatals, and research organizations. Demographic data used in the book is based on the 1991 census data. (Contains 32 references.) (BT)

ED 426 956 SO 029 883

O'Leary, B. M., Ed.; Govind, V., Ed.; Schwabe, C. A., Ed.;
Taylor, J. M., Ed.
Service Needs and Provision in the Northern Cape.
PUB DATE- 98
NOTE- 154p.; For other books in this series, see SO 029 878-882. Colored maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Geographic Materials (133),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Developing Nations; Elementary Secondary Education; Foreign Countries; Influences; *Needs; Preschool Education; Profiles; *Services; *Socioeconomic Status; State Surveys; Tables (Data)
IDENTIFIERS- Basic Human Needs; *Geographic Information Systems; Public Services; *South Africa (Northern Cape); Variables

This book, one of a series that uses Geographic Information Systems (GIS) to outline the need for and provision of services (education, health, housing, electricity, roads, telecommunications, postal services, and police services) in each of the nine South African provinces, presents a global view or indicator of the simultaneous influence of the socio-economic status of people and the level of provision of domestic services and public facilities in the Northern Cape district. The view in this book encapsulates its social and service profile, obtained, first, by developing indices for the social and service variables of the district. The book uses a single index, or benchmark, of levels of socio-economic status, household services, and public facilities in each magisterial district, created by combining these indices. In order to provide information about local levels of development, knowledgeable persons involved in service delivery in each province were contacted for their comments. The books in this series contain maps, tables, a bibliography, and contributions from spokespersons in non-governmental organizations, universities, government departments, service providers, parastatals, and research organizations. Demographic complained about confusion over funding. About 82 percent of beginning teachers believed they benefited from the BTIP, which was a drop from 96 percent in 1997. Reduced satisfaction levels apparently resulted from a combination of several factors, including significantly increased numbers of participants, reduced NBTA funding, confusion over funding arrangements, increased numbers of mismatched partners, and shortages of mentors. The report makes 13 recommendations. (SM)

ED 426 975 SP 038 270

Demanding Excellence. Report of the Missouri Commission on the Future of Teaching.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Quality; Elementary Secondary Education; *Excellence in Education; Faculty Development; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; Principals; *State Standards; Teacher Competencies; Teacher Improvement; Teacher Qualifications; Teacher Recruitment
IDENTIFIERS- Missouri

In 1996, the National Commission on Teaching and America's Future published a report, "What Matters Most: Teaching for America's Future." The state of Missouri entered into a partnership with the National Commission to study and debate issues raised in the report. In 1997, the Missouri Commission on the Future of Teaching convened for the first of six meetings. The meetings involved gatherings of nearly 100 leaders in education in Missouri, which culminated in this report. The broad goal of the endeavor was to frame an ongoing conversation about ways to enhance the teaching profession. Subcommittees focused on recruitment, preparation, certification, induction, professional development, rewarding teachers' knowledge and skill, and redesigning schools. The Missouri Commission looked at issues pertinent to Missouri from the National Commission report and arrived at five general recommendations for action: get serious about standards; reinvent teacher preparation and professional development; fix teacher recruitment and put qualified teachers in every classroom; encourage and reward teacher knowledge and skill; and create schools that are organized for student and teacher success. Recommendations are the views of the majority. Minority recommendations are appended. (SM)

ED 426 976 SP 038 271

Culverhouse, Gay
Inclusion: Professional Development of General Education Teachers and the Impact on Special Education.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consciousness Raising; *Cooperative Learning; *Disabilities; *Diversity (Student); Elementary Secondary Education; Higher Education; *Inclusive Schools; Mainstreaming; Preservice Teacher Education; *Regular and Special Education Relationship; *Student Teacher Attitudes; Teaching Methods

States," provides a state by state summary of best practices across the country to ensure a high quality teacher workforce. The report contains 11 recommendations based on the endorsements made by the National Commission on Teaching and America's Future in "What Matters Most." The recommendations are followed by actions to consider. Seven appendixes contain results of surveys and sample enabling legislation. (Contains 19 references.) (SM)

ED 426 994 SP 038 293

Pate, Russell; Corbin, Chuck; Pangrazi, Bob
Physical Activity for Young People.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140)
DESCRIPTORS- Adolescents; *Child Health; Children; Elementary Secondary Education; *Health Promotion; Life Style; *Physical Activities; *Physical Education; Public Health; Students

This publication presents information on physical activity among children and youth. Section 1 discusses physical activity patterns of young people, explaining that the issue has been a concern for educators and health professionals for several years because of the trend for children to become less and less active over time. Section 2 looks at how much physical activity is enough, presenting information from a report of the Council for Physical Activity for Children of the National Association for Sport and Physical Education. Section 3 describes the Center for Disease Control's guidelines for school and community programs to promote lifelong physical activity among young people. The guidelines are based on a premise that youngsters are more likely to develop physically active lifestyles if they are provided with physical activity experiences they enjoy and with which they can be successful. Section 4 discusses the current status of physical education in schools, noting that physical education is an entrenched component of American public education. However, exposure to physical education is uneven and declines rapidly as students progress through high school. (SM)

ED 426 995 SP 038 294

Aicinena, Steve
Five Steps Toward Becoming a Better Teacher/Coach.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Athletic Coaches; Athletics; *Physical Education Teachers; Secondary Education; Secondary School Teachers; Teacher Attitudes; *Teacher Role

Secondary school physical education (PE) teacher/coaches face role strain as they attempt to perform the role expectations of teacher and coach. The result of this is often poor PE teaching. This paper presents five steps that can help teacher coaches alleviate role strain and provide quality instruction to athletes and students as they work in both roles in the PE setting. Step 1 recommends creating skeletal block plans of the

Educational Change; *Educational Improvement; Foreign Countries; High School Seniors; High Schools; Longitudinal Studies; Males; Metacognition; School Culture; Secondary School Teachers; *Student Motivation

IDENTIFIERS- Australia; Teacher Researcher Relationship

A longitudinal phenomenographic investigation was conducted into a cultural change process at a secondary school. This change process positively influenced senior students' academic motivation, cognition, and achievement. The study involved a retrospective examination of the components of the change process and a specific investigation of how these components operated within the current senior-year cohort. Participants were 107 students and 6 teachers at a secondary boys school in Sydney, New South Wales (Australia). Some of the most salient components of the cultural change process were the establishment of an academic culture rewarding effort as well as achievement, the establishment of cooperative "team-based" approaches to the development of adaptive study skills and routines, and the development of effective and ongoing pastoral care procedures for students. The specific mechanisms through which these components influenced students included developing mastery goal orientations among students, facilitating students' interest in academic learning, and promoting the use of cognitive and metacognitive strategies. The study also demonstrates the usefulness and validity of researcher-practitioner collaborations in educational research in general and school improvement work in particular. (Contains 27 references.) (SLD)

ED 427 015 TM 029 351

Dowson, Martin; McInerney, Dennis M.

Cognitive and Motivational Determinants of Students' Academic Performance and Achievement: Goals, Strategies, and Academic Outcomes in Focus.

PUB DATE- 98

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Cognitive Processes; *Educational Objectives; Foreign Countries; Junior High Schools; Learning Strategies; Longitudinal Studies; Males; *Metacognition; Middle Schools; School Culture; Secondary School Teachers; *Student Motivation; Tables (Data)

IDENTIFIERS- Australia; *Mastery Orientation; *Middle School Students

The relationships between middle school students' multiple motivational goal orientations and their use of multiple cognitive and metacognitive strategies were studied with a focus on relations between these motivational and cognitive variables and students' academic achievement in two curriculum areas. Participants were 602 middle school students from 4 high schools in the Sydney (Australia) metropolitan area. Studies to date typically have used either cognitive or motivational variables when attempting to account for variations in students' achievement, but in this study, a dual approach combining cognitive and motivational variables was used. Students' mastery goals were most strongly associated with their strategy use. The findings validate the salience, for

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Child Development; Cost Effectiveness; *Developmental Programs; Grade 1; Kindergarten; *Kindergarten Children; Parent Attitudes; Primary Education; Program Evaluation; Public Schools; *Student Placement; *Teacher Attitudes
IDENTIFIERS- *Chesapeake Public Schools VA

The Developmental Program of the Chesapeake Public School Division (Virginia) is designed to provide a year between kindergarten and first grade for the academically able student who is not ready for the structure of the regular first grade because of physical, emotional, or social (developmental) immaturity. It is an all-day, full-year program that served 212 students in 18 elementary schools in 1996-97. An evaluation of the program's operation for that school year examined how the program was implemented, the academic success of the students, benefits to students, parental satisfaction, the satisfaction of the educators involved, and the status of the program. Surveys of principals, teachers, and parents, and achievement data for 39 students from the 1991-92 Developmental Program were conducted. Findings reveal that the Developmental Program is not being implemented as originally intended. The program no longer serves just the academically able who are developmentally immature. Selection criteria vary from school to school, and the resulting student population is mixed. This is of some concern to teachers and parents. The program is a high-cost retention program, with a per-pupil personnel cost 82% higher than for a regular first grader. Overall achievement gains appear to be short-lived. Former students currently in the fifth grade scored below the school average and below the 50th percentile on the standardized achievement test, and none had managed to catch up with their kindergarten peers in the sixth grade. One third of former students have been placed in learning disabled or special education programs. Current parents (97% of 37 respondents) and past parents (86% of 29) and principals (89% of 14) are satisfied with the program, and most agree that the quality of teaching is high and the social and emotional needs of these children are being met. Recommendations for the school district include the study of some alternatives to the developmental program and the establishment of guidelines for the selection of students. Ten appendixes contain background documents related to the study. (Contains 14 charts.) (SLD)

ED 427 036 TM 029 413

Education for Employment Program Evaluation.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Cooperative Education; Counselors; *Dropout Prevention; Economically Disadvantaged; Educationally Disadvantaged; *High School Students; High Schools; Program Evaluation; Public Schools; Special Education; *Student Placement; Teachers; *Vocational Education
IDENTIFIERS- *Chesapeake Public Schools VA; Education for Employment Programs

Education for Employment (EFE) is an intervention program offered by the Chesapeake Public School Division (Virginia) Vocational Education Department to motivate high school students to stay

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; Psychology; *Research Methodology; *Scores; *Statistics
IDENTIFIERS- *Means (Mathematics); *Profile Analysis Approach

There has been an ongoing debate concerning the usefulness of a statistical technique called profile analysis. Profile analysis is a data analysis process that identifies patterns in a battery of test scores. The use of profile analysis is generally supported by clinicians in the field who are using profile analysis to help determine group differences. The theoretical basis of profile analysis is described, and its implications are discussed. Psychologists who tend to focus on the relationships among groups of subjects tend to support the clinical practice of profile analysis, while statisticians who focus on the relationship between variables generally oppose the practice. (Contains three tables and nine references.) (SLD)

ED 427 056 TM 029 437

Furukawa, James M.; Ford, Barbara; Ayson, Elizabeth; Cambra, Kimberly; Takahashi, Linda; Yoshina, Karen
Effects of a Cognitive Processing Strategy on Spelling, Definitions, and Reading.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Hawaii Educational Research Association (Honolulu, HI, January 17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Definitions; *Elementary School Students; Instructional Effectiveness; Intermediate Grades; *Learning Strategies; *Reading Skills; *Spelling; Teaching Methods

The use of learning strategies is universally encouraged, but there is a lack of specific and concrete examples. The CPC (Capacity, Pyramid, Chunking) Way of improving achievement is based on a specific learning/teaching strategy that can be used in all academic skills. It adjusts information acquisition to individual differences in learning capacity, style, and experience. The adjustment requires learners to process information in quantities that match their capacities, to organize the information in a hierarchical structure of key words (nouns and adjective-nouns), and to chunk them into a single meaningful whole for later uses. The CPC Way led to an average 6.15 point improvement in Stanford Achievement Test scores for 145 sixth graders. However, pre-CPC Way and post-CPC Way data were not collected for specific applications. To remedy this oversight, data were collected on spelling, definitions, and reading efficiency. The findings show improvement by high- and middle-capacity students on all three skills; however, low-capacity students benefited only in definitions. Reasons for this failure are advanced, and remedies suggested. The findings are highly significant because they suggest that a single learning strategy can lead to improvements in these skills. Three appendixes contain spelling and definition examples and a reading assignment. (Contains 3 tables, 2 figures, and 31 references.) (Author/SLD)

ED 427 057 TM 029 438

Dannis, Jacqueline; Colombo, Marie; Sawilowsky, Shlomo
Lessons in School Reform: An Evaluation of a University-operated

anxiety, test and class anxiety, fear of asking for help, and fear of the statistics teacher) were significant at the 0.001 level. Difference in one factor (computation self-concept) was significant at the 0.01 level. All mean scores were reduced, denoting a reduction in anxiety from the pretest to the posttest. It appears it is possible to reduce statistics anxiety in graduate education students by using specific instructional strategies. (Contains 2 tables and 19 references.) (Author/SLD)

ED 427 076   TM 029 457

Dawson, Verdell Lett; Acker-Hocevar, Michele
Contradictions within a State-Mandated Teacher Evaluation System: A Historical Perspective, Personal Reflections and Principal Interviews.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assistant Principals; Case Studies; Educational Change; *Educational History; Elementary Secondary Education; Evaluation Methods; *Principals; Program Implementation; School Districts; *State Programs; *Teacher Evaluation

The district-level implementation of a systemic educational change in teacher evaluation mandated at the state level was studied at the elementary and middle school level in a small rural school system. The historical background of teacher evaluation processes from early American schooling to the 1909s was studied. The pilot case study then examined some personal reflections and the experiences and findings of seven principals and five assistant principals. The historical exploration demonstrated a movement from checklists of character traits toward a system that focused on both improved teaching and improved student learning. Personal reflections of one principal suggested that the present evaluation system was a positive reform. Results from the administrators show that paradoxes and contradictions exist inherently within teacher evaluation. The multiple data sources show an awkward and complex process of evaluation. However, the difficult and awkward process results in a more accurate and fair method of assessing how teachers actually affect student learning. The current teacher evaluation system, although imperfect and cumbersome, offers a better process than previously used methods. (Contains 27 references.) (Author/SLD)

ED 427 077   TM 029 459

Hamilton, Laura S.; Snow, Richard E.
Exploring Differential Item Functioning on Science Achievement Tests. CSE Technical Report 483.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, IL.; National Science Foundation, Arlington, VA.; American Educational Research Association, Washington, DC.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Political Contexts" (Patricia J. Gumport and Brian Pusser); (5) "Understanding Strategy: An Assessment of Theory and Practice" (Jennifer B. Presley and David W. Leslie); (6) "New Colleges for a New Century: Organizational Change and Development in Community Colleges" (Richard L. Alfred and Patricia Carter); (7) "Rasch Measurement in Higher Education" (Rita K. Bode and Benjamin Wright); (8) "Greek-Letter Social Organizations in Higher Education: A Review of Research" (David H. Wilder and Hugh F. McKeegan); (9) "Cultural Capital as an Interpretive Framework for Faculty Life" (Jeffrey P. Bieber); (10) "Cruel Environments: Sexual Abuse and Harassment in the Academy" (Linda Serra Hagedorn); and (11) "The Global Emergence of a Field: Content, Form, and Promise in Women's Studies" (Nelly P. Stromquist). (Individual papers contain references.) (DB)

ED 426 646   HE 031 749

Chism, Nancy Van Note
Peer Review of Teaching. A Sourcebook.
PUB DATE- 99
NOTE- 141p.; "With contributions by Christine A. Stanley." Foreword by Robert J. Menges.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Evaluation Methods; Faculty Development; *Faculty Evaluation; Higher Education; *Peer Evaluation; Program Development; Teacher Collaboration

This sourcebook is intended to help college administrators develop a strong peer review component for their faculty evaluation and development system. Part 1, an overview of peer review, provides arguments for peer review and briefly describes the process of establishing a peer review system. Chapter 1 reviews the tenets of effective evaluation of teaching in general, provides a rationale for the use of peer review, and discusses issues that arise when considering peer review. Chapter 2 offers suggestions for developing and implementing a peer review system. Chapter 3 considers the role of chairs, colleagues, and peer reviewers, and Chapter 4 lists the components of a peer review system. The chapters in Part 2 consider various aspects of peer review and the procedures and forms that can be employed in conducting each type of activity. Individual chapters offer resources on reviewing course material (Chapter 5); classroom performance (Chapter 6); scholarship of teaching and contributions to departmental teaching efforts (Chapter 7); and teaching portfolios (Chapter 8). The concluding chapter (Chapter 9) presents guiding principles for the peer review of teaching and reviews major points in the book. (Contains 55 references.) (DB)

ED 426 647   HE 031 750

McElrath, Eileen
A Study of One Kentucky Regional University's (Murray State University) Female Graduates from 1930 to 1959.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers

education experience and occupational status. Also provides information on placement rates of students at private career schools; (6) faculty and staff number of faculty and staff at state's public colleges and universities, including breakdowns by race and gender; (7) campus resources revenues and expenditures at Maryland's public campuses, general fund support for higher education, and capital projects; (8) tuition and fees annual undergraduate tuition and fees for resident and nonresidents at state public four-year campuses, and credit-hour tuition rates for community college and graduate/professional students at public institutions; and (9) student financial aid undergraduate financial aid, percentage of state students receiving aid, and funding for state scholarship programs. (CH)

ED 426 667 HE 031 824

A Guide to 1999-2000 SARs and ISIRs.
PUB DATE- 98
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; Eligibility; *Federal Programs; Federal Regulation; *Financial Aid Applicants; Higher Education; School Business Officials; *Student Financial Aid; *Student Financial Aid Officers; Student Loan Programs
IDENTIFIERS- *Institutional Student Information Records

This guide is intended to help financial aid administrators (FAAs) interpret student financial aid information that appears in the Student Aid Report (SAR), a paper output document sent to the student, or in an Institutional Student Information Record (ISIR), which is an electronic record sent to the institution. The guide explains the codes and flags that appear as FAA information on the SAR and ISIR. The guide is organized in three sections: (1) an introduction, which covers major system changes, the processing flow and processing system, transactions, and highlights and assumptions; (2) information summaries for SARs and ISIRs, which provide FAA information, including agency source, record type, various kinds of flags, special handling, reject reasons, intermediate compute values, and comment codes; and (3) corrections and updates, which includes various information review and request forms, parent information, school code corrections, and dependency status changes. Appendixes include reject codes and reject reasons; data base matches and flags; financial aid history match flags; 1999-2000 comment codes and text; addresses; sample SARs and SAR information acknowledgment; and sample ISIR. (CH)

ED 426 668 HE 031 825

Participating in the Direct Student Loan Program: Tips for Success.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

PUB DATE- 98
NOTE- 307p.; For the 1997 yearbook, see ED 402 922.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum Development; Doctoral Programs; Educational Development; *Educational Media; Educational Resources; *Educational Technology; *Educational Trends; Electronic Publishing; Elementary Secondary Education; Higher Education; Information Sources; Instructional Design; Instructional Innovation; Internet; Masters Programs; Professional Associations; Teaching Methods; Training; Trend Analysis

The Educational Media and Technology Yearbook (EMTY) provides essential and timely information to help educational technologists, librarians, and media specialists practice their profession in a dynamic and changing field. By documenting current trends, issues, innovations, and research findings, the book provides a valuable reference tool for the profession. The 1998 edition of EMTY is divided into seven parts. Part 1 focuses on trends and issues and includes articles on media and technology in education and training, curricular representations, and an alternative approach to academic publishing. Part 2 covers the development and state of the profession. Part 3 addresses current developments and includes articles on interactive multimedia in college teaching, using diverse educational technologies for literacy learning, Internet resources for K-12 educators, and other Internet basics. Part 4 presents a leadership profile and tribute to Castelle G. Gentry (1928-1996), professor in the Media and Technology Department at Michigan State University. Part 5 lists organizations and associations in North America, and Part 6 covers graduate programs. Part 7 lists media-related journals, books, ERIC documents, journal articles, and nonprint media resources. An index is also provided. (AEF)

ED 426 687 IR 019 200

Local Debate Night Helps Viewers Choose Candidates. CPB Research Notes, No. 110.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Response; Audiences; *Debate; *Political Campaigns; Political Candidates; *Programming (Broadcast); *Public Television; Television Research; *Television Surveys; *Television Viewing

The Corporation for Public Broadcasting (CPB) provided funding for local public television stations to broadcast political debates prior to the 1998 election; CPB commissioned research to determine how the programs aided viewers in the election process. Viewers of the public television station local debate night program found the program to be of value in helping them to become more informed voters, in learning more than they learned in other media, and in increasing their knowledge of the candidates and the issues. Four local areas were chosen for the project; a total of 397 viewers completed interviews. This report discusses responses to pre-viewing questions, viewing the debate, post-viewing comparisons, perceived value of viewing the debates, and change in voting preference. (AEF) journals, and more computers to expand access to the Internet and other services. (AEF)

ED 426 705 IR 057 270

Van Vliet, Lucille W.
Media Skills for Middle Schools: Strategies for Library Media Specialists and Teachers. Second Edition.
PUB DATE- 99
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Programs; Intermediate Grades; Junior High Schools; Learner Controlled Instruction; Learning Activities; Lesson Plans; *Library Skills; Media Specialists; *Middle Schools; *Research Skills; *School Libraries; Skill Development; Teaching Methods; User Needs (Information)

Emphasizing the role of the library media specialist, this book provides a framework for collaboration among media specialists, teachers and administrators to help middle school students master the skills necessary for continued academic success and lifelong learning. The book reviews middle school philosophy and goals in light of recent developments, and offers dozens of useful, grade-specific lesson plans that promote the research skills needed in the Information Age. This new edition has been completely revised to address the Information Age. After updating readers on current terminology, learning strategies, and resources as they relate to the characteristics and needs of middle school students, the book offers 45 reproducible, grade-specific lesson plans for teaching library and information skills. Listed with each lesson are specific library media skills and objectives as well as competencies, subject areas, learning strategies, resources, methods, evaluative criteria, and further suggestions. Planning procedures and teaching strategies are also delineated. Both traditional research tools and up-to-date resources that reflect new technologies are suggested for the lessons. Theories behind the lessons in this book advocate the involvement of students as self-directed learners, creative thinkers, problem solvers, and group participants. Many student-related activities are included in the lessons. Contains "Skills Lessons Bibliography: Print" and an index. (AEF)

ED 426 706 IR 057 272

Latrobe, Kathy Howard, Ed.
The Emerging School Library Media Center: Historical Issues and Perspectives.
PUB DATE- 98
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational History; Elementary Secondary Education; International Programs; *Learning Resources Centers; Librarians; Library Collection Development; *Library Development; Library Education; Library Instruction; Library Research; Library Science; Media Specialists; Partnerships in

curricula directly to the communities they serve. Through distance learning that employs a combination of synchronous telecourses, modem learning, and computer online facilities, learners aged 16 to retirement age can have access to higher education and continuing education opportunities during day, evening, and weekend hours. The facilities act as one-stop centers where high school students or community residents may register and pay for classes, attend telecourses, be tested, receive academic or financial aid counseling, or participate in any other function found at a traditional community college campuses. Included in this report are four figures and reproductions of Power Point presentation slides. (SL)

ED 426 725   JC 990 052

Lindner, Parker
Assessment Tools for Distance Learning: A Review of the Literature.
SPONS. AGENCY- North Seattle Community Coll., WA.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Faculty; *College Outcomes Assessment; *Community Colleges; *Distance Education; *Educational Assessment; Evaluation Methods; Two Year Colleges
IDENTIFIERS- Washington Community and Technical Colleges

This literature review, created for the Washington State Community Colleges, provides a resource for faculty to use in selecting and constructing evaluation methods and assessment instruments for distance education. It was also devised to provide a starting place and tool kit for faculty to use in developing courseware and instruction in other than traditional classroom methods. The review addressed the following questions: (1) What studies compare distance learning classes to campus-based classes, and what tools do they use to do so; (2) What are the most current methods for assessing outcomes for each method of distance education; and (3) What studies suggest specific support systems that maximize successful teaching-learning interactions in distance education, and what are those suggested support systems? The review focused on community colleges and higher education only, eliminating most "training" studies, concentrating on controlled studies with measurable outcomes, avoiding anecdotal and "how to" studies, and including only recent (within the past 10 years) research. (Contains 49 citations.) (SL)

ED 426 726   JC 990 054

Barnes, Randy; Armstrong, William B.; Bersentes, Gina; Turingan, Maria
Future Trends in San Diego: Population, Income, Employment, Post College Wages and Enrollment.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Demography; *Employment; Enrollment; *Income; *Population Trends; *Prediction; Statistical Data; Two Year Colleges; *Wages
IDENTIFIERS- *San Diego Community College District CA

student attrition rates and grades. Results showed that the obstacles most likely to inhibit student persistence were loneliness (especially in the first semester), budgeting issues, housing problems, security concerns, and the inability to commit to the local college or community. While community colleges are not bound to provide specific services to this population, they should have an interest in the retention and subsequent success of these students. The document discusses how pervasive these problems are, their effects on students and colleges, and suggests services that might be provided to increase retention of this population. Appended are the Student Living in Collegetown Booklet, transcripts of student and employee interviews, and 1995-1997 retention figures. Contains 98 references. (AS)

ED 426 746 JC 990 079

Robles, Harriett J.
Reform in American Public Higher Education.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; *Higher Education; *Politics of Education; *Public Education; Social Influences
IDENTIFIERS- National Commission on Excellence in Education

This paper provides an overview of higher education reform movements in the United States. While some of the 18th and 19th century reforms in the country are described, the emphasis is on the 20th century. Early in this period, the debate over general education and the need for a required core curriculum was central. McCarthyism influenced higher education in the early 1950s, as did the social unrest and personal development movements of the 1960s. The economic downturn of the 1970s resulted in consolidation of the system, faculty unionization, and a concern over equity issues. Students became increasingly interested in career-oriented studies. The 1980s were a decade of reform. "A Nation at Risk," released in 1983, inspired the formation of blue-ribbon commissions in 33 states to examine educational policies. States became increasingly interested in accountability and student outcomes, and less concerned about equity and access. In the 1990s, five areas have been the target of debates: (1) educational purpose-the importance of vocational training and specialization; (2) diversity of learners-the debate between elitism and egalitarianism; (3) content-the increasing influence of external constituents on curriculum; (4) instructional process-the influence of technology; and (5) evaluation-the call for accountability. Contains 29 references. (CAK)

ED 426 747 JC 990 080

College Services Annual Report, 1997-1998.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Community Colleges; *Educational Facilities; Enrollment; Program Evaluation; *Student College Relationship; *Student Needs; Two Year College Students; Two

Together." The final section, "Considering the Prospects," contains chapters: (14) "Ways To Serve More Children, Longer"; (15) "Meeting Conditions--Head Start Adapts"; (16) "Summing Up and Looking Ahead"; and (17) "Epilogue: The Last Day of School at Watts Towers Center." (EV)

ED 426 767 PS 027 089

Ellsworth, Jeanne, Ed.; Ames, Lynda J., Ed.
Critical Perspectives on Project Head Start: Revisioning the Hope and Challenge. SUNY Series, Youth Social Services, Schooling, and Public Policy.
PUB DATE- 98
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Diversity (Institutional); Early Intervention; Educational History; Minority Groups; Parent Participation; *Politics of Education; Preschool Education; Social Class
IDENTIFIERS- Program Characteristics; *Project Head Start

This book offers critical perspective on the complex dynamics of politics, class, gender, power, race, and ethnicity in Project Head Start. Moving beyond the literature on Head Start's effects on children's achievement, the volume considers how the program has operated with families, in communities, and with other institutions. Chapters address historical background, parent involvement and governance, cultural diversity, and relationships with other institutions. Following an introduction, the book's chapters are: (1) "A Lost Legacy: Head Start's Origins in Community Action" (Kathryn R. Kuntz); (2) "The Origins of Head Start and the Two Versions of Parent Involvement: How Much Parent Participation in Early Childhood Programs and Services for Poor Children?" (Polly Greenberg); (3) "Beyond Busywork: Crafting a Powerful Role for Low-Income Mothers in Schools or Sustaining Inequalities?" (Linda Spatig, Laurel Parrott, Amy Dillon, and Kate Conrad); (4) "Parent Involvement in a Rural Head Start and the Reproduction of Class" (Roslyn Arlin Mickelson and Mary Trotter Klenz); (5) "Head Start Bilingual and Multicultural Program Services" (Patricia A. Hamilton, Katherine Hays and Henry M. Doan); (6) "High/Scope in Head Start Programs Serving Southeast Asian Immigrant and Refugee Children and Their Families: Lessons from an Ethnographic Study" (Eden Inoway-Ronnie); (7) "Family Literacy Informing Head Start: Lessons from Hmong and Latino Families" (Elizabeth P. Quintero); (8) "Reform and Empowerment: Rural Mothers and Head Start" (Lynda J. Ames and Jeanne Ellsworth); (9) "More than a Job: Reflections of a Former Head Start Staff Member" (Susan W. Geddes); (10) "Personal Growth in Head Start" (Wendy L. Kirby); (11) "Developmentalism Meets Standardized Testing: Do Low-Income Children Lose?" (Linda Spatig; Robert Bickel, Laurel Parrot, Amy Dillon, and Kate Conrad); (12) "A Bumpy Transition from Head Start of Public School: Issues of Philosophical and Managerial Continuity within the Administrative Structure of One School System" (Stacey Neuharth-Pritchett and Panayota Y. Mantzicopoulos); (13) "Inspiring Delusions: Reflections on Head Start's Enduring Popularity" (Jeanne Ellsworth); and (14) "Concluding Thoughts: Hope and Challenge: Head Start Past, Present, Future" (Jeanne Ellsworth and Lynda J. Ames). (EV)

ED 426 768 PS 027 170

Ferguson, E. Elaine

Many Families. Issue Brief.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; A.L. Mailman Family Foundation, Inc.; Mott (C.S.) Foundation, Flint, MI.; Prudential Foundation, Newark, NJ.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Day Care Centers; Early Childhood Education; Economically Disadvantaged; Tables (Data)
IDENTIFIERS- *Child Care Costs; Child Care Needs; Child Care Resource Centers

This issue brief presents data on the cost of child care, collected from local child care resource and referral agencies (CCR&Rs) through a joint survey by the Children's Defense Fund and the National Association of Child Care Resource and Referral Agencies (NACCRRA). The report's key findings on the high cost of child care are: (1) child care for a 4-year-old in a child care center averages $4,000 to $6,000 a year in cities and states around the country. Some centers charge $10,000 or more a year. Families with younger children or more than one child in care face even greater costs; (2) the average annual cost of child care for a 4-year-old in an urban area center is more than the average annual cost of public college tuition in almost every state. In some cities child care costs twice as much as college tuition; (3) the high cost of child care is evident in center, family, urban, and rural child care and in care for children of all ages; (4) low-income families are left with the fewest choices, often unable to afford even average-priced care and therefore forced to put children in lower-cost, often lower-quality care; and (5) the dilemma of high-cost child care cannot be resolved by asking child care providers to lower their prices. Most programs already operate on a very tight budget, paying staff an average of $12,000 a year. (EV)

ED 426 786 PS 027 266

Borland, Moira; Pearson, Charlotte; Hill, Malcolm; Tisdall, Kay; Bloomfield, Irene
Education and Care Away from Home: A Review of Research, Policy and Practice. Using Research Series 19.
PUB DATE- 98
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Child Welfare; Educational Cooperation; Elementary Secondary Education; Foreign Countries; Foster Care; *Foster Children; *High Risk Students; Literature Reviews; Underachievement
IDENTIFIERS- Great Britain; *Out of Home Care

This literature review, brings together evidence from British research, policy, and practice regarding how children and young people in public care fare within the education system. The review suggests that many of the barriers to educational progress lie in the social work and education systems and their interaction, and argues that increased understanding by professionals of each other's perspectives and active collaboration at all levels is vital. Key topics considered in the review include: (1) the characteristics and circumstances

Defense Fund

This booklet includes presentations, discussions, and photographs of a meeting in December 1997 of the Children's Defense Fund (CDF) and the Black Community Crusade for Children (BCCC) at the former Alex Haley farm. The meeting involved intergenerational conversations about the effects of race, poverty, and family and community disintegration on children, and how advocates can connect and expand action for children into a larger unified vision and action plan. Contents of the booklet are grouped into the following categories: (1) "Coming Back To Get You"; (2) "The Alchemy of Activism"; (3) "Taking up the Call"; (4) "Passing on the Spark"; and (5) "Meditations for Children's Movement Builders." Included are "A Black Community Manifesto and Crusade for Children" and lists of participants and CDF/BCCC state and local organizations present. (EV)

ED 426 805 PS 027 301

Cress, Susan W.
A Focus on Literacy in Home Day Care.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; *Child Caregivers; Day Care; Early Childhood Education; *Emergent Literacy; *Family Day Care; Preschool Curriculum

Although about 15 percent of young children are cared for in a home day care setting, there is little information available on literacy experiences provided for children in home day care. This study examined literacy environments in home day care centers in St. Joseph County, Indiana. Sixty-one family day care providers responded to a mail survey regarding the types of literacy activities and materials provided to children in their care. The providers' experience in home day care ranged from less than 1 year to 12 years. Their educational level was higher than the typical home day care provider. The findings indicated that on a daily basis, 62 percent of providers had more than 30 books available for the children. Books were typically placed on bookshelves or in bookcases providing easy access. All the children had at least one writing tool available to them. Audiotapes were available for about 60 percent of the providers. Catalogues, magazines, and other printed materials were not as abundant as books. Forty-nine percent read to children more than once daily. About half the providers reported telling stories to the children at least daily. Slightly over half sing more than once daily. (Includes a review of literature related to quality literacy environments in preschools and day care centers, an examination of elements of quality home literacy environments, and a list of suggestions for home day care providers to enhance their literacy environment. (Contains 15 references.) (KB)

ED 426 806 PS 027 305

Dombro, Amy Laura; Colker, Laura J.; Dodge, Diane Trister
A Journal for Using "The Creative Curriculum for Infants and Toddlers".
PUB DATE- 98
NOTE- 138p.; For Curriculum, see ED 410 006. For Trainer's Guide, see PS 027 244.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

applications of four indigenous views are discussed: long-term perspective, interconnectedness of all things, adaptation to change, and commitment to the commons. (SV)

ED 426 824 RC 021 691

Native Pathways to Education: Alaska Rural Systemic Initiative.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Annenberg Rural Challenge, Granby, CO.
PUB DATE- 97
NOTE- 9p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *Culturally Relevant Education; *Curriculum Development; Elementary Secondary Education; Rural Education; *Science Education
IDENTIFIERS- Alaska; *Alaska Rural Systemic Initiative; *Indigenous Knowledge Systems; Sense of Community

The Alaska Federation of Natives, in cooperation with the University of Alaska, received funding to implement the Alaska Rural Systemic Initiative (AKRSI). Over a 5-year period (1995-2000), AKRSI initiatives are systematically documenting the indigenous knowledge systems of Alaska Native people and developing educational policies and practices that effectively integrate indigenous and Western knowledge. Program emphasis is on renewing Native pathways to education so that traditional knowledge systems, ways of knowing, and world views may be used as a foundation for learning all subject matter. Elders' councils and the Alaska Native/Rural Education Consortium provide overall guidance for AKRSI. Resources are being assembled in each of Alaska's five cultural regions (Yup'ik, Inupiaq, Athabascan, Aleut/Alutiiq, and Southeast regions) and entered into a curriculum resource collection maintained through the Alaska Native Knowledge Network and listed on the World Wide Web. AKRSI initiatives include this curriculum clearinghouse, cultural documentation by students in rural schools, development of Alaska standards for culturally responsive schools, development of village-oriented science resources, formation of Native educator associations in each cultural region, development of pedagogical processes based on Native ways of knowing, elders' academies, Native science fairs, math/science unit-building workshops, performance standards for math and science, and the Alaska Native Science Education Coalition. Charts outline the sequence of initiatives in each region. Includes contact information for program directors and regional coordinators. (SV)

ED 426 825 RC 021 697

Duling, Gretchen A.
Oral Life Histories of One-Room Schoolhouse Teachers: Voices from the Recitation Bench.
PUB DATE- 97
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Teachers; Educational History; *Educational Practices; Elementary Education; *Elementary School Teachers; Females; Higher Education; Interviews; Local History; *One

increase academic achievement, continuity of education, and appropriateness of educational programming for migrant students; to decrease dropout rates and increase reenrollment of dropouts; and to increase parental involvement. First-year project activities included helping teachers integrate technology into the curriculum; working on development of an Internet-based records transfer system; monitoring use of software and supplementing it as needed; and providing technology training to teachers, administrators, and migrant parents. The project focused on delivering services within 11 Kentucky school districts enrolling 1,334 migrant students. This report also discusses overcoming educator resistance to new technologies, the processes of identifying and recruiting student participants, statistical data on the services delivered, and the project's objectives and the second-year evaluation to measure progress toward them. Appendixes include a reprinted article "The Electronic Emissary: Bringing Together Students, Teachers, and Subject Matter Experts"; information on eligibility, student recruitment, and Migrant Education Program procedures; newspaper clippings; the project management plan; the project audit list; and a computer user's survey. (SV)

ED 426 842 RC 021 826

Internet & ESL Resource CDROM. Kentucky Migrant Technology Project CD-ROM .
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 98
NOTE- 0p.; For related document, see RC 021 825.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Art Activities; *Educational Games; Elementary Secondary Education; *English (Second Language); *Migrant Education; Optical Data Disks; *Resource Materials; Second Language Instruction; Supplementary Reading Materials; *World Wide Web
IDENTIFIERS- Kentucky

Developed by the Kentucky Migrant Technology Project, this CDROM contains English-as-a-Second-Language (ESL) lessons, Internet resources for ESL and migrant education, and educational games. The disk runs in Windows 95 or 98. The ESL lessons were created in Microsoft PowerPoint and are best viewed with Microsoft's PowerPoint Viewer97, which can be installed from this CDROM. ESL lessons for practical living cover greetings, going places, school, classroom, and going on vacation, and include audio in English or Spanish. The Internet resources--a collection of participating Web sites--are divided into themes with subcategories: friendship (diversity, sharing and cooperation, reading, resources, art); "all about me" (my body, families, communities, environment, careers, games and art, reading, resources); health (careers, food, games, resources); space (the planets, practice and reading selections, careers, resources); teacher resources; and fun. Each Web site includes grade levels and reference to relevant Kentucky Learning Goals. The Web sites themselves must be viewed with a Web browser; Netscape Navigator 4.0 is included on this disk. Games include Web site games plus a few sample "shareware" games, which have information on upgrading to the full versions. (SV)

ED 426 843 SE 060 624

Assessing Science Pathways: Tracking Science Education and

states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arizona; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Arizona, 2,762 fourth-grade students in 108 public schools and 2,617 eighth-grade students in 103 public schools were assessed. This report describes the mathematics performance of Arizona fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Arizona on the NAEP mathematics scale was 214 compared to 217 nationwide; for Arizona eighth-grade students the average proficiency was 265 compared to 266 nationwide. (ASK)

ED 426 866 SE 062 160

NAEP 1992 Mathematics State Report for Arkansas. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED),

instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Indiana on the NAEP mathematics scale was 220 compared to 217 nationwide; for Indiana eighth-grade students the average proficiency was 269 compared to 266 nationwide. (ASK)

ED 426 877   SE 062 171

NAEP 1992 Mathematics State Report for Iowa. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Iowa; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Iowa, 2,770 fourth-grade students in 128 public schools and 2,816 eighth-grade students in 105 public schools were assessed. This report describes the mathematics performance of Iowa fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in New Hampshire on the NAEP mathematics scale was 229 compared to 217 nationwide; for New Hampshire eighth-grade students the average proficiency was 278 compared to 266 nationwide. (ASK)

ED 426 889 SE 062 183

NAEP 1992 Mathematics State Report for New Jersey. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Jersey; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In New Jersey, 2,231 fourth-grade students in 95 public schools and 2,174 eighth-grade students in 84 public schools were assessed. This report describes the mathematics performance of New Jersey fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--

students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Texas on the NAEP mathematics scale was 217 compared to 217 nationwide; for Texas eighth-grade students the average proficiency was 264 compared to 266 nationwide. (ASK)

ED 426 901 SE 062 195

NAEP 1992 Mathematics State Report for Utah. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 207p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP); *Utah

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Utah, 2,799 fourth-grade students in 108 public schools and 2,726 eighth-grade students in 85 public schools were assessed. This report describes the mathematics performance of Utah fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics

ED 426 916 SO 029 417

Hawk, Patricia A.
Lessons from the Top: Fifteen Women Who Have Made It Share Their Stories. A Multiple Case Study.
PUB DATE- 95
NOTE- 11p.; Paper presented at the Annual Women in Leadership Conference (10th, Lincoln, NE, September 29-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Individual Development; Interviews; *Leadership Qualities; Leadership Training; Mentors; *Women Administrators
IDENTIFIERS- *Gender Issues; Management Skills; Management Styles

A multiple case study explored the personal perceptions and experiences of 15 women executives in the midwest who have made it to the top of their organizations. Questions were asked about: how they describe their management style; how they perceive their management styles as differing from those of their male counterparts; obstacles and challenges these women faced on their climb to the heights of their organizations; the role they believe gender played in their career experiences; factors they attribute to their success; the role that mentors play in their lives; and the advice they might give to women in management. Personal interviews were conducted with 15 female executives in higher education, state government, private corporations, and not-for-profit organizations in the Lincoln, Nebraska area. In the findings, five major themes emerged: (1) the majority of the informants characterized their management style as participative, with a work place that encouraged consensus building and collaboration; (2) challenges and obstacles they faced included juggling career and family, contending with gender bias, being the token woman at professional meetings, and being caught between generations and left out of the decision-making arenas; (3) critical factors included having a supportive spouse and family, hard work and passion, a college education, and being a risk-taker; (4) mentoring played an important role in their careers; and (5) they believe that women seeking top management need to develop a strong sense of self-awareness and confidence and cultivate a strong network and establish long-range goals. (BT)

ED 426 917 SO 029 443

Aiken, Geoff; Benton, Susan; Duvall, James; Eltzroth, Diane; Hooyberg, Astrid; Keim, Marilee; Norris, Elizabeth; Smith, Peggy; Vogel, Kathy; Williams, Steven
Teaching East Asia: China, Japan, Korea. Lesson Plans for Middle School Teachers. Volume I.
SPONS. AGENCY- Indiana Humanities Council, Indianapolis.
PUB DATE- 97
NOTE- 125p.; Produced by participants in the Summer 1996 workshop "Teaching East Asia in the Middle School" Indiana University, Bloomington, Indiana. For volume 2, see SO 029 444.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anthropology; Archaeology; Area Studies; *Citizenship; *Cultural Awareness; *Economics Education; Foreign Countries; *Geographic Concepts; Intermediate Grades;

the art education setting to improve students' decision-making and problem-solving abilities. The targeted population consists of sixth-grade students in a growing middle class, rural based community located in northern Illinois. The problem of weak critical thinking skills was documented through data revealing low student pretest results and teacher opinion surveys. Analysis of probable cause data revealed that students displayed a lack of decision-making, problem-solving, and metacognitive skills. Faculty surveys reported that students have difficulty with solving problems and making decisions. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of a 5-step intervention that puts an art criticism emphasis on the art education curriculum. The five components involve: the review and refinement of art vocabulary; the teaching and application of open-ended questioning; the modeling and utilization of constructive criticism; the establishment of critique sessions measured by checklists; and the keeping of student journals. Post-intervention data indicated an increase in students' decision-making, problem-solving, and metacognitive abilities. Students displayed the ability to synthesize the components of the intervention, and transfer them to successfully critique artwork. Appendixes contain various pre- and post-tests, teacher survey, and various sheets concerning art critiques and information. (Contains 8 figures, 2 tables of data, and 25 references.) (BT)

ED 426 937 SO 029 858

Roberts, Leonard H.
Young Mary Wollstonecraft's Schooling and Its Influence on Her Future Pioneering Agenda for the Rational Education of Women.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Authors; Cultural Context; *Educational History; *Females; Foreign Countries; *Social History; *Womens Education
IDENTIFIERS- Arden (John); Eighteenth Century; *England; *Wollstonecraft (Mary)

This paper presents biographical information about Mary Wollstonecraft (1759-1797), focusing especially on her education. The paper begins with an overview of the status of women's education, or lack of it, in 18th century England. It then describes Wollstonecraft's reaction to Jean Jacques Rousseau's views on women's education and the influence of the Ardens, a family of professional teachers, on Wollstonecraft's future work in education. (Contains 51 references.) (BT)

ED 426 938 SO 029 859

Foley, Molly; Miller-Paul, Jeanneil; VanWetzinga, Lynn
Integrating the Arts through a Multicultural Theme into the Second Grade Curriculum.
PUB DATE- 98
NOTE- 163p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

information is based on the 1991 census data. (Contains 33 references.) (BT)

ED 426 957 SO 030 680

Arts Education Assessment Framework, 1997. NAEP Arts Education Consensus Project.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.; National Endowment for the Arts, Washington, DC.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Art Education; *Dance Education; Elementary Secondary Education; Evaluation; *Music Education; National Standards; *Theater Arts; *Visual Arts
IDENTIFIERS- *National Assessment of Educational Progress

The development of the 1997 assessment of arts education marks the third time music and the visual arts have been addressed in a national assessment. Using the consensus process, a framework was produced that describes the 1997 assessment. The process was founded on the vision of a society that believes the arts are essential to every child's complete development. Every child needs to experience enough of the discipline, the challenge, and the joy of creating in different art forms to intimately understand the human significance of dance, music, theater, and the visual arts. Using an issues paper as a guiding force, the framework team considered a series of questions: (1) how can the 1997 arts assessment combine realism and vision; (2) what is the model of arts learning that will inform the kinds of exercises and examples developed for the assessment; (3) what methods of assessment should be used; (4) should the definition be cut so sharply into four strands (dance, music, theater, visual arts); (5) whose art; (6) who will be sampled for the assessment; and (7) how will it be possible to examine student performance in various aspects of an arts discipline in ways that are safe and valid. The proposed assessment consists of a series of exercises for all students in the sample; at least one special study; and a series of background questions. Both processes (creating, performing/interpreting, and responding) and content are applied in combination and integrated at various levels. (JH)

ED 426 958 SO 030 683

Wu, Angela
Japanese Education System: A Case Study Summary and Analysis. A Report. Research Today. International Studies.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Adolescents; *Comparative Education; Curriculum Development; Educational Administration; Educational Assessment; Educational Experience; Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; International Educational Exchange; *Student School Relationship; *Teacher Education
IDENTIFIERS- *Japan; Third International Mathematics and Science Study

IDENTIFIERS- Columbia University NY Teachers College; Individuals with Disabilities Education Act

Prior to 1975, children with disabilities had no federally guaranteed right to public education. In 1975, Congress passed public law 94-142, which guaranteed that all students regardless of their handicapped condition be taught in the least restrictive environment. In 1990, it was re-named the Individuals with Disabilities Act (IDEA). Teachers College, Columbia University, has developed a course for general education teachers to address challenges to including students with disabilities in the least restrictive environment. The course promotes a view of diversity in the classroom that includes students with disabilities. It examines prejudices that center around culture, race, gender, poverty, medical issues, and disabilities. The course concentrates on strategies to teach students to accept all individual differences. It also focuses on the concept of cooperative learning, which allows students to work with peers toward shared academic goals. Each student in the course is assigned a child with disabilities who is currently enrolled in a self-contained classroom. Working with the child's teacher and school administrator, the student plans a strategy for including the child in a regular classroom for the upcoming academic year. The course brings together all that is studied during the term and turns theory into practice. (Contains 12 references.) (SM)

ED 426 977 SP 038 272

Torabi, Mohammad R., Ed.
Prevention of HIV/AIDS Education in Rural Communities III.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Alcohol Abuse; College Students; *Comprehensive School Health Education; Elementary Secondary Education; Epidemiology; Faculty Development; Family Characteristics; Family Influence; Focus Groups; Health Promotion; Higher Education; Preservice Teacher Education; Public Health; *Rural Areas; *Sexuality; Student Motivation
IDENTIFIERS- Drug Resistance; Health Behavior; Indiana; Public Awareness; Risk Taking Behavior; Sexually Transmitted Diseases

This third special issue of the Health Education Monograph Series on HIV/AIDS Prevention in Rural Communities presents 9 articles on: "Rural Adolescent Views of HIV Prevention: Focus Groups at Two Indiana Rural 4-H Clubs" (William L. Yarber and Stephanie A. Sanders); "Implementing HIV Education: Beyond Curriculum" (Susan Frelick Wooley); "Epidemiological Investigation of Public Knowledge and Attitudes on HIV/AIDS" (Mohammad R. Torabi and Emmanual Ahua); "Health Motivation and HIV Risk Behavior among College Students from Urban and Rural Communities" (Catherine Sherwood-Puzzello); "Strategies for Strengthening Professional Preparation in Support of HIV Prevention and Health Education" (Becky J. Smith and Deborah A. Fortune); "The Relationship of Family Factors to Alcohol Use and Sexual Risk Behavior: Implications for HIV/AIDS Prevention" (Fred Piercy, Joan Jurich, Young Hee Chang, and Mary Beth Stibbins); "Finding Facts: HIV Prevention and Sexual Health" (Debra W. Haffner and Monica Rodriguez); "Relationship of HIV/STD Sexual Risk Behaviors to Other Health Behaviors among a Sample of Indiana Rural Youth" (Richard A. Crosby, William L. Yarber, and Andrew J. Kanu); and "Managing Drug Resistance to Antiretroviral year's PE activities during the summer. Step 2 recommends not comparing the accomplishments of PE students to those of athletes. Step 3 suggests studying the activity that will be taught in order to understand it well before teaching. Step 4 recommends clearly stating and understanding one's own purpose for working with young people. Step 5 encourages the teacher/coach not to teach sports in PE at the same time that one is coaching them because it gives teacher/coaches the sense that they are working in that sport all day and all night (which can contribute to role strain). (Contains 12 references.) (SM)

ED 426 996 SP 038 295

Teaching to Higher Standards: New York's Commitment.
PUB DATE- 98
NOTE- 48p.; Photographs and charts may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Environment; *Educational Quality; Elementary Secondary Education; Inservice Teacher Education; Knowledge Base for Teaching; Preservice Teacher Education; Public Education; *State Standards; Teacher Certification; Teacher Competencies; Teacher Improvement; Teacher Qualifications; Teacher Recruitment
IDENTIFIERS- New York; Teacher Knowledge

This report culminates a 2-year effort of the Regents Task Force on Teaching. During the 2 years, the Task Force met many times, conducted eight public forums around the state, conferred with various constituents and public officials, consulted with national experts, and surveyed the literature and experiences of other states. This report presents recommendations for action designed to fill four gaps between the current state and the goal of an educational system with caring and competent teachers who guide their students to mastery of the knowledge and skills needed for productive and fulfilling lives. The gaps are: (1) New York does not attract and keep enough of the best teachers where they are needed most; (2) not enough teachers leave college prepared to ensure that New York's students reach higher standards; (3) not enough teachers maintain the knowledge and skills needed to teach to high standards throughout their careers; and (4) many school environments actively work against effective teaching and learning. Proposed solutions to each problem are presented. The three appendixes present selected temporary licenses issued versus initial certificates issued, standards for teacher education institutions, and a timeline. (SM)

ED 426 997 SP 038 297

Aicinena, Steven
ESPN's "SportsCenter": Socialization of America's Athletes, Coaches and Workers.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletics; Behavior Standards; News Media; Programming (Broadcast); Social Attitudes; *Social Behavior; *Television Viewing; Values; Work Environment; Work Ethic
IDENTIFIERS- *Broadcast Sports; *ESPN; Television Announcers

Australian middle school students, of various motivational goals, cognitive strategies, and metacognitive strategies identified in international research. (Contains 6 tables, 4 figures, and 21 references.) (SLD)

ED 427 016 TM 029 352

Dowson, Martin; McInerney, Dennis M.
Age, Gender, Cultural, and Socioeconomic Differences in Students' Academic Motivation, Cognition, and Achievement.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Age Differences; *Cognitive Processes; *Cultural Differences; Educational Objectives; Foreign Countries; Junior High Schools; Middle Schools; Sex Differences; *Socioeconomic Status; *Student Motivation
IDENTIFIERS- Australia; *Middle School Students

Age, gender, cultural, and socioeconomic differences in relations between middle school students' motivational goal orientations, their cognitive and metacognitive strategies, and their academic achievement in a variety of curriculum domains were studied. Studies to date typically have used either cognitive or motivational variables to account for variations in students' academic achievement. This study combines cognitive and motivational variables to gain a more complete understanding of the processes underlying student academic achievement. Participants were 602 middle school students in Sydney (Australia). Results suggest that differences in each of the variables of age, gender, cultural background, and socioeconomic status are strongly related to differences in relations between students' academic motivation, cognition, and achievement. This finding suggests that studies of motivational and cognitive differences should take these variables into account. (Contains 6 tables, 8 figures, and 50 references.) (SLD)

ED 427 017 TM 029 354

Wilson, Vicki A.
Learning How They Learn: A Review of the Literature on Learning Styles.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Style; Learning Modalities; *Learning Strategies; Literature Reviews; *Personality Traits; Teaching Methods
IDENTIFIERS- Gregorc Style Delineator; Myers Briggs Type Indicator; Witkin (H A)

The literature on learning styles is full of unresolved issues, both theoretical and practical. Early research into learning styles includes that of H. A. Witkin, who developed the Embedded Figures Test in the late 1960s. This test determines the "field dependence" or "field independence" of individuals, marking their global (field dependent) or analytic (field independent) orientations. A. F. Gregorc developed four in school by offering a program of basic living skills, human relations skills, and marketable skills training that prepares a student for employment on leaving school. Students in grades 9 and above are screened and enrolled in EFE based on three categories of eligibility: (1) academically disadvantaged; (2) economically disadvantaged; and (3) special education. The two EFE courses are one-credit electives that may be taken up to 2 years. Students can earn up to four credits in the 2-year period by participating in cooperative work experience. In the 1997-98 school year, 165 students were enrolled in EFE, with EFE offered in all the district's high schools. The program for the 1997-98 school year was evaluated, with consideration given to opinions of students, teachers, principals, and counselors, and student achievement was examined. Findings show that not all students who could benefit from EFE are included. The process for identifying and selecting students is informal and varies among schools. Special education students represent the largest group (58%) of EFE students; regular education students may be underserved. Of the 94 ninth graders in the EFE program who did not transfer, 64% were scheduled to complete high school, but 36% had dropped out of school. Only 38% enrolled after EFE in courses that resulted in vocational program completer status, but an additional 22% took some other vocational classes. Teachers, vocational counselors, guidance directors, and principals were very satisfied with the EFE program, while students and special education staff were satisfied. The evaluation also shows that the Chesapeake EFE curriculum is outdated and has a number of limitations when compared to the recommendations of the Virginia Department of Education. Recommendations are made to improve student identification and selection for EFE and to bring the program into better agreement with the model proposed by the State Department of Education. Seven appendixes contain background documents related to the study. (Contains 18 charts.) (SLD)

ED 427 037   TM 029 414

4 X 4 Block Schedule Evaluation.
PUB DATE- 96
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advanced Placement Programs; *Block Scheduling; *High School Students; High Schools; Interviews; Program Evaluation; Public Schools; *Student Attitudes; Teacher Attitudes; Teachers; *Time Blocks; Time Factors (Learning)
IDENTIFIERS- *Chesapeake Public Schools VA

The use of four periods in the school day, as opposed to six, with each period 90 minutes in length is referred to as 4 X 4 block scheduling. In Virginia, as in many states, there is increasing interest in this kind of scheduling to deliver education that meets the instructional needs of students. In 1995-96, Western Branch High School (WBHS) of the Chesapeake Public School Division (Virginia) organized the school day based on the 4 X 4 model. The school year is still divided into two semesters, but courses require only 90 instructional days, and students may take eight classes each year toward graduation. The literature on 4 X 4 block scheduling does not provide conclusive evidence for or against it because it is a relatively new approach. The evaluation of the block scheduling at WBHS studied positive and negative impacts on students, teachers, and the school administration. Data were collected to compare 1995-96 with 1994-95. Data included: a teacher survey,

Charter Middle School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Charter Schools; *College School Cooperation; Educational Change; Higher Education; Intermediate Grades; Junior High Schools; *Middle Schools; Minority Groups; Program Evaluation; Public Schools; *School Organization; *Urban Schools
IDENTIFIERS- *Ad Hoc Strategy; Reform Efforts; *Wayne State University MI

The Wayne State University Public School (UPS), Detroit (Michigan), a university-operated charter middle school, is strongly influenced by the educational reform movement. The evolution of UPS is documented as a case study of educational reform in the 1990s, focusing on the 1994-95 school year. The school is in an urban area marked by poverty and crime. It has implemented an extended-day format and provides educational and enrichment activities from 8 a.m. until 5 p.m. The school also provides counseling and medical services through grant-funded projects. The 340 students in the 1994-95 school year, nearly all of whom were African American, came from all over Detroit. The school had an "adhocratic" organizational structure, with an organizational structure that empowered teachers. Teachers developed their own classroom curricula, and the lack of development of an innovative, interdisciplinary, school-wide curriculum was sometimes apparent. Student achievement at UPS varied significantly, with improvements linked to teachers' experience with middle school students and the teachers' ability to keep students engaged. Parents appeared to be satisfied with UPS, and students particularly appreciated the feeling of safety in the school. In line with current educational reform, the UPS has developed an innovative organizational structure that allows for flexibility and responsiveness to student needs, empowered teachers for decision making, and worked in collaboration with a university. Implications for additional improvements are discussed. Three appendixes discuss the evaluation instrumentation and methodology, the parent, staff, and student survey responses, and Wayne State University and UPS collaborative programs. (Contains 7 figures, 5 tables, and 30 references.) (SLD)

ED 427 058 TM 029 439

Espelage, Dorothy L.; Quittner, Alexandra L.; Kamps, Jodi
An Application of Generalizability Theory to the Validation of a Behaviorally Anchored Role-Play Measure.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Eating Disorders; Error of Measurement; Females; *Generalizability Theory; *Patients; Psychometrics; *Reliability; *Role Playing; Scores; *Test Construction; Test Theory; Test Use; Test Validity

Generalizability theory (g-theory) was used, as an alternative to

DESCRIPTORS- *Achievement Tests; Constructed Response; Grade 12; *High School Seniors; High Schools; Identification; *Item Bias; Multiple Choice Tests; *Science Tests; *Sex Differences; Test Content; Test Format; Test Items
IDENTIFIERS- Item Bias Detection; National Education Longitudinal Study 1988; *Science Achievement

This study explores methods for detecting gender-based differential item functioning (DIF) on the 12th grade multiple-choice and constructed-response science tests administered as part of the National Education Longitudinal Study of 1988 (NELS:88). Several combinations of conditioning variables were explored for DIF detection on both tests, and results were supplemented with evidence from interviews of 25 students who completed the test items. On both tests, DIF in favor of males was exhibited primarily on items that involved visualization and that called upon knowledge and experiences acquired outside of school. The findings reveal that neither content nor format alone explained the patterns of male and female performance, and that an investigation of response processes may provide valuable additional information about the nature of gender differences in science achievement. (Contains 7 tables, 4 figures, and 56 references.) (Author/SLD)

ED 427 078 TM 029 460

Linn, Robert L.; Betebenner, Damian W.; Wheeler, Kerry S.
Problem Choice by Test Takers: Implications for Comparability and Construct Validity. CSE Technical Report 485.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Construct Validity; Constructed Response; Grade 10; *High School Students; High Schools; Mathematics; Scores; *Selection; State Programs; Tables (Data); *Test Items; Testing Programs
IDENTIFIERS- Choice Behavior; Confirmatory Factor Analysis; High Stakes Tests; *Oregon

For assessments that present problems that require extended responses and substantial amounts of time, there is often a desire to allow students to choose which problem they will respond to among two or more options. Student choice of problem may allow students a better opportunity to demonstrate what they know and are able to do. On the other hand, choice raises questions about the comparability of scores obtained by students who respond to different problems. Questions of comparability and validity of scores obtained when students are given a choice among alternative problems were investigated using data for approximately 30,000 students from the Oregon State Assessment Program for Grade 10 Mathematics Assessment administered in spring 1997. The assessment consisted of a multiple-choice section and a pair of extended-response problems. On each of six alternate forms, two problems were presented, and students were instructed to choose one. Data from the six forms were analyzed to evaluate the comparability of scores obtained from responses to different tasks and the validity of the results. It was found that problems differed in popularity, and that the scores students obtained differed systematically as a function of problem choice. On the other hand, confirmatory factor analysis results across forms for students choosing different problems suggest that there was

Presented at..." (150)
DESCRIPTORS- Career Development; College Outcomes Assessment; Data; *Educational History; *Females; Graduate Surveys; Higher Education; Institutional Research; Outcomes of Education; Questionnaires; State Universities; Surveys; Teacher Education; *Womens Education
IDENTIFIERS- *Murray State University KY

This study examined the education and career paths of female graduates of Murray State University (Kentucky) from 1930 through 1959, a time during which the institution was primarily a normal school focused on the preparation of teachers. Data from alumni records, analysis of questionnaires mailed to 40 randomly selected alumni, and interviews with eight alumni were used in this descriptive study. Charts and graphs show the distribution, by decade, of female graduates' majors and their careers. As expected, teaching was the most commonly reported career, although many graduates had branched into other fields. Also listed are current locations of graduates, by state. Survey results (from 31 returned questionnaires) identified the individuals at Murray State who had influenced respondents, what respondents learned at Murray of lasting value, and their career changes (ranging from one to seven). The report also details the career paths, based on interviews, of four participants. Included also are respondents' advice to today's college students. The questionnaire used is appended. (Contains 15 references.) (DB)

ED 426 648 HE 031 751

Henderson, Tim
Financing Medical Education by the States.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Financial Support; Government Role; Government School Relationship; *Graduate Medical Education; Higher Education; *Medical Education; Policy Analysis; Policy Formation; *State Aid; Student Financial Aid; Trend Analysis
IDENTIFIERS- Michigan; Minnesota; Tennessee; Texas; West Virginia

This document reviews programs and policy options for states concerned with methods of financing medical education. An introductory section considers the current climate for medical education and the health care workforce, noting the rapid movement to managed care and the need to increase the number of primary care physicians. The next section examines a variety of approaches by various states for financing graduate medical education (GME), including the following: Medicaid payments to teaching hospitals; line-item/state agency funding for family medicine departments and primary care residencies; and student/resident scholarships and loans with service obligations. This section also identifies emerging state strategies such as regulations requiring public medical schools and residencies to establish family practice clerkships and rural rotations in community settings, and monitoring the use of faculty clinical revenues in public medical schools. Model trends in state GME support are described for the following states: Tennessee, Michigan, Minnesota, West Virginia, and Texas. A policy issues checklist is attached to help states decide how they should support medical education. An appendix provides tables and figures showing number of graduates

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; *Federal Programs; Higher Education; *Program Administration; School Business Officials; *Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS- *Federal Direct Student Loan Program

This guide provides information for schools considering whether to participate in the Federal Direct Student Loan Program, and it offers advice on how to plan for and operate the loan program at an individual school. The information in the guide is presented in a way that follows the steps that need to be taken in planning and implementing the program at a school, moving first through the initial steps of: (1) making the decision; (2) making the switch; (3) getting started; (4) your computer system; (5) using commercial software; and (6) working with a third-party servicer. The guide then proceeds through the loan process, from application through reconciliation, and covers loan application, promissory notes, loan origination, estimation and drawdown, disbursement, loan changes, borrower counseling, consolidation, reconciliation, quality assurance, and reengineering. A final section explains how to get help. The appendix provides a list of institutions that can provide technical and programmatic assistance. (CH)

ED 426 669 HE 031 826

McBride, Karen
A Warm Welcome? Recruitment and Admission of International Students to Canadian Universities: Policies, Procedures and Capacity.
SPONS. AGENCY- Department of Foreign Affairs and International Trade, Ottawa (Ontario).; Department of Citizenship and Immigration, Ottawa (Ontario).
PUB DATE- 98
NOTE- 69p.; This study was conducted in cooperation with the Canadian Association of Graduate Studies and the Association of Registrars of the Universities and Colleges of Canada.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College Administration; College Admission; Foreign Countries; *Foreign Students; Graduate Study; Higher Education; Public Policy; *Student College Relationship; *Student Recruitment; Undergraduate Study
IDENTIFIERS- *Canada

This study of international students at eight Canadian universities used a case study approach. The study's objectives were to provide universities with information that would enable them to improve their interactions with international students, to identify the factors that influence universities to accept international students, and to identify the public policy implications of international student recruitment. Interviews were conducted with "front line" staff in international student services, senior administrators, and policymakers. Views of international students were incorporated using studies carried out by individual universities to collect student opinions and concerns. Findings are reported in terms of recruitment and admission practices at both the undergraduate and graduate levels, language competence, and university's capacity to accept international students. A chart presents three levels of recommended practices concerning: institutional policy, general

ED 426 688 IR 019 303

Eisenstadt, Marc, Ed.; Vincent, Tom, Ed.
The Knowledge Web: Learning and Collaborating on the Net. Open
and Distance Learning Series.
PUB DATE- 98
NOTE- 295p.; Publisher: Kogan Page Ltd., 120 Pentonville Rd.,
London N1 9JN, United Kingdom. Associated Web site:
http://kmi.open.ac.uk/knowledgeweb
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Appropriate Technology; Computer Mediated Communication; *Computer Uses in Education; *Cooperative Learning; *Distance Education; *Educational Media; Educational Research; Educational Technology; Foreign Countries; Higher Education; Information Technology; Open Universities; *World Wide Web
IDENTIFIERS- *Knowledge; Knowledge Media Institute; Learning Environments; Open University (Great Britain); *Technology Utilization; Virtual Classrooms; Web Sites

This book contains a collection of examples of new and effective uses of the World Wide Web in education from the Knowledge Media Institute (KMi) at the Open University (Great Britain). The publication is organized in three main sections--"Learning Media," "Collaboration and Presence," and "Knowledge Systems on the Web"--and contains the following 16 chapters: (1) "Can You Get My Hard Nose in Focus? Universities, Mass Education and Appropriate Technology" (Sir John Daniel); (2) "The Web: Enabler or Disabler" (Tom Vincent and Peter Whalley); (3) "Collaborative Learning in Networked Simulation Environments" (Peter Whalley); (4) "Media Integration through Meta-Learning Environments" (Tamara Sumner and Josie Taylor); (5) "Developing Web-Based Student Support Systems: Telling Student Stories on the Internet" (Peter Scott and Marion Phillips); (6) "Innovations in Large-Scale Supported Distance Teaching: Transformation for the Internet, Not Just Translation" (Marian Petre, Linda Carswell, Blaine Price, and Pete Thomas); (7) "Promoting Learner Dialogues on the Web" (Matthew Stratfold); (8) "New Scenarios in Scholarly Publishing and Debate" (Simon Buckingham Shum and Tamara Sumner); (9) "Exploring Telepresence on the Internet: the KMi Stadium Webcast Experience" (Peter Scott and Marc Eisenstadt); (10) "KMi Planet: Putting the Knowledge Back into Media" (John Domingue and Peter Scott); (11) "Sharing Programming Knowledge over the Web: The Internet Software Visualization Laboratory" (John Domingue and Paul Mulholland); (12) "Accessing Artificial Intelligence Applications over the World Wide Web" (Alberto Riva and Marco Ramoni); (13) "Knowledge Modelling: An Organic Technology for the Knowledge Age" (Arthur Stutt and Enrico Motta); (14) "The World Wide Design Lab: An Environment for Distributed Collaborative Design" (Zdenek Zdrahal and John Domingue); (15) "Psychological Agents and the New Web Media" (Stuart Watt); and (16) "The Virtual Participant: A Tutor's Assistant for Electronic Conferencing" (Simon Masterton). An associated Web site contains up-to-date examples of the work described. (Contains 231 references.) (DLS)

ED 426 689 IR 019 304

Lockwood, Fred
The Design and Production of Self-Instructional Materials. Open
and Distance Learning Series.

Education; Professional Associations; Program Development; *School Libraries

This book provides an understanding of the history and development of school library media programming. The readings present both personal and objective perspectives on this topic. Contributors address not only the mission of the school library media program, but also how its realization has shaped and been shaped by professional organizations; standards and guidelines; accreditation associations; the preparation of library media specialists; collection development, evaluation, instruction, and research; the application of technology; and the relationship of the program to educational paradigms and to local, national, and international partnerships. Sections include: (1) "The Education of School Librarians" (June Lester and Kathy Latrobe); (2) "School Libraries and the Progressive Movement: A Study of the Role of the Librarian in Implementing Progressive Education (1900-1957)" (Judy Drury and Anne Masters); (3) "The School Library Media Specialist and Intellectual Freedom During the Twentieth Century" (Dianne McAfee Hopkins); (4) "A History of School Library Media Center Collection Development" (Carolyn S. Brodie); (5) "The Way We Were and How It Was: 1945-1970" (Virginia H. Mathews); (6) "History of the Research on Issues Related to School Library Media programs and Services 1925-1995" (Daniel Callison); (7) "Determining Value: Library Media Programs and Evaluation" (Joy McGregor); (8) "School Library Media Standards and Guidelines: A Review of Their Significance and Impact" (Linda Gann); (9) "The History of School Library Media State Certification" (Patsy H. Perritt); (10) "The History of the American Association of School Librarians, Part I: Origins and Development, 1896-1951" (Patricia B. Pond); (11) "School Librarianship and Instructional Design: A History Intertwined" (Ruth Villency Small); (12) "The Impact of Technology: Change and Innovation, An Autobiographical Narrative" (Dian Walster); and (13) "Internationalization of the School Library Media Center" (Linda Veltze). (Contains a list of abbreviations and acronyms, a chronology of significant events in school librarianship, and an index.) (AEF)

ED 426 707 IR 057 273

Bard, Therese Bissen
Student Assistants in the School Library Media Center.
PUB DATE- 99
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Extracurricular Activities; Guidelines; Learning Activities; *Learning Resources Centers; Library Personnel; *Library Services; *School Libraries; Student Participation; Student Projects; *Student Volunteers; Students

This book suggests that student assistants in elementary and high school libraries can do more than shelve materials and help with the circulation system. They can work as peer teachers, promote library resources through creative activities, and enable the library media specialist to expand services by assisting with projects that make resources more readily accessible. In the process the assistants can hone their critical thinking and communication skills and the media center

This report contains forecasted data for San Diego through the year 2015 and examines changes that have taken place over the past fifty years. Historically, San Diego population growth rates have been relatively high compared with the rest of the nation. Between 1998 and 2015, the population will not only become larger, it will become more ethnically diverse. Manufacturing, the military, and tourism have kept income and employment levels high. Since the 1970's income levels have stagnated and current per capita income levels are now below the national average. However, economists predict that California's economic growth and slow unemployment rates will make it a primary job hunting site for the rest of the nation. Community colleges will play a major role in raising income levels and the standard of living for San Diego residents, as well as in education. Feeder high school enrollments are predicted to increase steadily. Detailed in this report are: (1) population trends in San Diego, including demographic characteristics, age characteristics by ethnicity, and average annual population change by SRA and MSA; (2) employment and income trends; (3) enrollment at feeder high schools, with respect to City, Mesa, and Miramar colleges, and SDCCD; and (4) post-college wages and employment, specifically related to minorities, non-minorities, gender, and students under 25. (AS)

ED 426 727 JC 990 055

Fawson, Kenneth D.; Abina, Armando; Alvarez, Rafael; Armstrong, William B.; Buyukkaya, Sonia; Kardos, Althea; Schubert, Cynthia
Educators Exchange Program Report, 1998-99. Program Report and Evaluation Study.
PUB DATE- 99
NOTE- 52p.; In partnership with Centros de Capacitacion para el Trabajo Industrial. Funded by the Ford Foundation of Mexico.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cultural Exchange; Economic Development; Educational Planning; Foreign Countries; *Institutional Cooperation; *International Education; Job Training; *Partnerships in Education; Program Implementation; *Teacher Exchange Programs; *Two Year Colleges
IDENTIFIERS- *San Diego Community College District CA

In 1998, the San Diego Community College District (SDCCD) completed a successful third cycle of Educators Exchange Program (EEP) activities. The goal of EEP is to promote binational cooperation, cultural understanding and economic development through faculty exchange and technical assistance programs. During the last six years of program operation, the initial goals have produced many successful outcomes, including: (1) providing SDCCD and CECATI faculty, staff, and administrators with the opportunity to participate in international exchange and development activities; (2) increasing the quantity and quality of vocational educational curricula in Mexico; (3) expanding existing collaborations with partner organizations and other institutions in the U.S. and Mexico; (4) increasing skills and experience in developing international faculty exchange and technical assistance programs, providing a model for other similar projects; and (5) infusing global perspectives into the curricula of participating educational institutions. Included in this document's discussion are partner organizations, prior exchange efforts, activities and outcomes of the Educators Exchange Program 1998, financial reports, and an evaluation study,

Year Colleges
IDENTIFIERS- *Glendale Community College CA

This report reviews college services at Glendale Community College (CA) during the 1997-1998 academic year. By spring semester in 1998, Glendale Community College was serving about 1,000 students more than it had the prior year in the credit program. This report reflects the increase in usage of student support services. Information related to goals and accomplishments is provided for several areas within the college: (1) admissions and records; (2) college services; (3) disabled students programs and services; (4) extended opportunity program and services; (5) financial aid; (6) health center; (7) learning center; and (8) library. The accomplishments of numerous student activities and student services offices also are presented. Activities include alumni association, athletics, bookstore, scholarship program, student activities office, service learning center, Ready to Read, and Associated Students of Glendale Community College; services include academic counseling, adult re-entry program, career center, international students, job placement center, matriculation, and transfer center. Charts and listings of goals are provided in most of the sections. (AS)

ED 426 748 JC 990 081

Campus Profile 98.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; College Bound Students; Community Colleges; *Educational Finance; Enrollment; Faculty Development; High School Students; High Schools; *School Demography; *Student Characteristics; Two Year Colleges; Vocational Education
IDENTIFIERS- *Glendale Community College CA

Glendale Community College's Campus Profile is designed to assist faculty, staff, and students in understanding the college's diverse operations. Organized around an outline from the state accountability model, this statistical report focuses on the academic years 1995-1997. "Campus Profile '98" includes more accountability performance measures than previous issues. In particular, it includes Key Performance Indicators (KPIs) that measure college effectiveness. The profile is divided into the following five sections: (1) community profile, including an introduction to Glendale housing characteristics, ethnicity, and population by age, as well as area school information such as Glendale Unified School District Demographics and high school articulation; (2) student access, covering enrollment, demographics, student needs, and additional access-related KPIs; (3) student success, including characteristics and goals of transfer, vocational and personal interest students; (4) staff composition, considering present workforce, full/part-time ratio, and staff development; and (5) fiscal condition, including general revenue, expenditures, general fund balances and additional fiscal KPIs. (AS)

ED 426 749 JC 990 083

Alfred, Richard; Ewell, Peter; Hudgins, James; McClenney, Kay
Core Indicators of Effectiveness for Community Colleges. Toward High Performance. Second Edition.
PUB DATE- 99

Caring in Practice: Child Care Substitute Youth Internship
Program. A Synopsis.
SPONS. AGENCY- Employment and Immigration Canada, Ottawa
(Ontario).
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood
Education; *Education Work Relationship; Foreign Countries;
Internship Programs; Mentors; Program Descriptions; *Work
Experience Programs; *Young Adults; *Youth Programs
IDENTIFIERS- *Caregiver Training; Myers Briggs Type Indicator;
Nova Scotia

Serving as a substitute child caregiver can provide youth with an opportunity to sample the child care occupation while learning child care work skills. This report describes the Child Care Substitute Youth Internship Program, a community-based development project. Participating in the program in 1996 were fifteen 19- to 24-year-olds, 9 of whom were parents. The program was comprised of three components. The education component consisted of college courses on managing children's behavior and methods of teaching young children. The application component provided skill training comprised of a total of 420 hours of on-the-job experience over 6 months in cycles of 2 weeks of work experience alternating with 2 weeks of education. Following this component, there was a 3 month apprenticeship phase in which the intern transitioned into the child care work force with support from other child care centers. The reflection component was designed to develop reflective thinking skills and practices. The practice coordinator supported and trained the interns and mentors and delivered the reflection component of the curriculum. Mentors received training in communication, problem solving, the Myers Briggs Type Indicator, and teamwork to support them in the mentor role. Interns and mentors were matched for complementary communication styles using the Myers Briggs Type Indicator. As a result of participating in the program, some of the interns decided to pursue further education related to early childhood education, while others decided it was not a career path for them to pursue. (Author/KB)

ED 426 769 PS 027 172

Vermont Core Standards and Self-Assessment Tool for Center-Based
Early Childhood Programs.
PUB DATE- 96
NOTE- 87p.; Developed by the Early Childhood Work Group. A
product of the Head Start-State Collaboration Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Day Care; *Day Care Centers; *Early Childhood
Education; *Environmental Standards; *Evaluation Criteria;
Evaluation Methods; Performance; Professional Development;
Specifications; *State Standards
IDENTIFIERS- *Center Based Programs; Day Care Quality; *Self
Assessment Questionnaire; Vermont

In response to the desire to create for child development services a unified system which shares common standards for quality and respects the diversity and uniqueness of of children in care; (2) the evidence that they underachieve at school; (3) ways in which the care and education systems impact on children's educational experience; (4) specialist education and residential schools; and (5) collaboration between departments of social work and education, including examples of special initiatives or services. The review's final chapter summarizes key points and identifies some of the main factors that may promote or impede progress. Gaps in current knowledge and understanding are also highlighted. Contains approximately 250 references. (EV)

ED 426 787 PS 027 267

Bloom, Paula Jorde
Images from the Field: How Directors View Their Organizations, Their Roles, and Their Jobs.
PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Toronto, Ontario, Canada, November 18-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Administrators; Early Childhood Education; Metaphors; *Preschool Education; Questionnaires

This study examined the perceptions of early childhood center directors regarding their organizations, their roles, and their specific jobs. Data were obtained from 257 directors completing the Directors' Role Perceptions Questionnaire. The metaphoric images used in the directors' responses were analyzed to generate dominant themes in the way directors viewed their world of work and the discrepancy between their current and ideal conditions. From the directors' descriptions of their centers, several metaphorical themes surfaced (e.g., caring and nurturing, making connections, uniqueness and diversity), with no one theme characterizing more than 22 percent of the directors' responses. The metaphors directors used to describe their administrative role reflected a set of idealized expectations about their positions, their beliefs about the importance of the role, and their summary judgment about the nature of the position. Forty percent of directors referred to the multifaceted nature of the position that requires the balancing of multiple tasks and responsibilities (e.g., juggler); another 29 percent referred to the leading/guiding functions of the director's role (e.g., orchestra conductor, lighthouse). Among the metaphors describing the specific job, 50 percent related to pace and dealing with the unexpected. The most frequently cited metaphor combining these two elements was "roller coaster." The findings of the study confirm that examining the metaphors that directors use to describe their organizations, their administrative role, and their specific job is a powerful way to gain insight into the assumptions, beliefs, expectations, and personal visions individuals have for themselves and for their organizations. (Contains 26 references 10 figures, and 3 tables.) (Author/KB)

ED 426 788 PS 027 269

Aeschliman, Sandra
Parents and Teachers: Education in Concert.
PUB DATE- 98
NOTE- 7p.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Guides; *Day Care; Early Experience; *Infants; Preschool Education; Professional Development; Study Guides; *Toddlers
IDENTIFIERS- Creative Curriculum for Infants and Toddlers; Teacher Journals

Designed to accompany "The Creative Curriculum for Infants and Toddlers," this journal provides guidelines for practitioners using the curriculum. Information recorded for journal completion may be used as the basis for discussion at staff meetings or family child care association meetings, as well as in parent conferences. The journal is organized according to the chapters in the curriculum, with each section including questions to guide teachers in trying out new ideas and reflecting upon their work. Section 1, "Getting Started," provides self-assessment questions related to professional development and program quality. Section 2, "Who's Who in a Quality Program," focuses on building relationships with children and their families, child development in the first 3 years, parenthood, special family concerns related to child care, cultural influences, involving men in child care, and building a community support network. Section 3, "Putting Quality into Action: The Big Picture," highlights program quality, planning and evaluating, individualizing the program, creating a welcoming environment, ensuring children's safety, promoting children's health, and guiding children's behavior. Section 4, "Putting Quality into Action: Routines Day by Day," examines the daily routines, including greetings, diapering and toileting, and eating and mealtimes. Section 5, "Putting Quality into Action: Activities Day by Day," considers how to set the stage and promote play and learning in toy play, art imitation and pretend, stories and books, tasting and preparing food, sand and water play, music and movement activities, and outdoor play. The journal's concluding section allows reflection on professional development. (KB)

ED 426 807 PS 027 308

Head Start Program Performance Standards and Other Regulations (45 CFR Parts 1301, 1302, 1303, 1304 and Guidance, 1305, 1306, and 1308 and Guidance).
PUB DATE- 98
NOTE- 318p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Regulation; Preschool Education; Program Guides; *Standards
IDENTIFIERS- *Head Start Program Performance Standards; *Project Head Start

Head Start and Early Head Start are comprehensive child development programs providing services to children from birth to age 5, pregnant women, and their families. The Head Start Program Performance Standards, mandatory regulations that grantees and delegate agencies must implement in order to operate a Head Start program, are designed to ensure that Head Start goals and objectives are implemented successfully. This document focuses on Part 1304 of the standards and includes guidance materials for this part, although other parts are included for context. Sections in Part 1304 cover: (1) general standards (purpose and scope, effective date, definitions); (2)

Teacher Schools; *Oral History; Reminiscence; Rural Areas; Rural Education; Rural Schools; *Teacher Education; *Teaching Experience
IDENTIFIERS- *Ohio (Gallia County); Rio Grande College OH

This book examines Gallia County (Ohio) one-room schools through the oral life histories of 14 retired female teachers. Interviews with the teachers focused on conditions and practices in one-room schoolhouses in the early to mid-20th century in rural southeastern Ohio, and on the common characteristics of one-room school teachers who became rural career teachers. The introduction describes the rationale for the geographical area chosen and the methodology used. Chapter 1 is an autobiographical narrative presenting the author's personal bias. Chapter 2 discusses oral history as a methodological tool and reviews the oral history literature on one-room school teachers from the late 19th and early 20th century. Chapter 3 presents background on the study site and draws on interview material to describe elementary school experiences; environmental conditions of the one-room school; the typical school day; discipline; commonalities of multiroom and one-room schools; the recitation as a teaching method; the Boxwell test; and the education of the teacher participants. Chapters 4 and 5 discuss teacher preparation, the multicultural history of the region, and the first year of teaching. Chapter 6 addresses personal and professional issues of female teachers, the communities and conditions in which they taught, opportunities for school administration, racial integration, and personal sacrifice for achievement. The conclusion reflects on the common philosophy, characteristics, and experiences of the one-room school teachers. Appendixes include the survey form, interview questions, and historical material from Rio Grande College. Contains references, an index, and photographs. (SAS)

ED 426 826 RC 021 761

Starnes, Bobby Ann
The Foxfire Approach to Teaching and Learning: John Dewey, Experiential Learning, and the Core Practices. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Active Learning; Educational Principles; Elementary Secondary Education; *Experiential Learning; Learning Strategies; *Open Education; *Relevance (Education); School Community Relationship; Student Centered Curriculum
IDENTIFIERS- *Dewey (John); ERIC Digests; *Foxfire; Reflective Inquiry

The Foxfire approach to teaching and learning emerged from an experiential education program that used oral history methods to teach English to high school freshmen in Appalachian Georgia. In the 30 years since that program began, hundreds of teachers have helped develop and revise Foxfire's 11 core practices. This digest describes the Foxfire approach to teaching and learning as defined by the core practices, the decision-making framework the approach provides to teachers, and the ways that the framework fits with John Dewey's notion of experiential education. The core practices call for infusing

Careers from Precollege through Professional Levels. Undergraduate Program Directors Meeting (Chevy Chase, MD, September 30-October 2, 1996).
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; *Biomedicine; Career Choice; Elementary Secondary Education; Higher Education; Minority Groups; Program Evaluation; Science Careers; Science Curriculum; *Science Education; *Scientific Research; *Student Research; *Undergraduate Study

This document presents the results of a meeting of undergraduate biology departments that receive funding from the Howard Hughes Medical Institute. The focus of this meeting was the assessment of science pathways. Discussion focused on assessment, predictors of student success in science, the importance of undergraduate research, career choices, women and underrepresented minorities, encouraging interdisciplinary collaborations, and teacher education and professional development programs for preservice, inservice, and precollege teachers. Sections include: (1) program descriptions of the biomedical research program and the grants and special programs at the Howard Hughes Medical Institute; (2) a preface and introduction; (3) program overview; (4) the keynote address; (5) summaries of panel and workshop discussions; (6) appendices with the agenda for the program directors meeting; and (7) a list of attendees and awards. (DDR)

ED 426 844 SE 060 647

Saulsbury, Nancy
I Spy Mammals! Activity Book and I Spy Birds! Activity Book.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 92
NOTE- 62p.; Illustrated by Lori Grove.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; *Biological Sciences; Educational Strategies; Elementary Education; Exhibits; *Museums; *Science Activities; Science Curriculum; Science Education; Science Teaching Centers

This book presents a variety of activities that enable students to learn how to identify mammals and their unique characteristics. Designed to be used in conjunction with a tour of the Field Museum of Natural History in Chicago, the activities in the book are organized around the exhibits. Some activities are appropriate for use before the tour and some are designed to be used after. Matching exercises, jumbled pictures, and word searches are included among the activities. (DDR)

ED 426 845 SE 060 696

Environmental Action Energy Conservation. Teacher Resource Guide.
PUB DATE- 98
NOTE- 165p.; Developed by E2: Environment and Education (TM), an activity of the Tides Center.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Arkansas; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Arkansas, 2,647 fourth-grade students in 120 public schools and 2,556 eighth-grade students in 97 public schools were assessed. This report describes the mathematics performance of Arkansas fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Arkansas on the NAEP mathematics scale was 209 compared to 217 nationwide; for Arkansas eighth-grade students the average proficiency was 255 compared to 266 nationwide. (ASK)

ED 426 867 SE 062 161

proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Iowa on the NAEP mathematics scale was 229 compared to 217 nationwide; for Iowa eighth-grade students the average proficiency was 283 compared to 266 nationwide. (ASK)

ED 426 878 SE 062 172

NAEP 1992 Mathematics State Report for Kentucky. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Kentucky; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Kentucky, 2,703 fourth-grade students in 118 public schools and 2,756 eighth-grade students in 104 public schools were assessed. This report describes the mathematics performance of Kentucky fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--

advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in New Jersey on the NAEP mathematics scale was 226 compared to 217 nationwide; for New Jersey eighth-grade students the average proficiency was 271 compared to 266 nationwide. (ASK)

ED 426 890 SE 062 184

NAEP 1992 Mathematics State Report for New Mexico. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New Mexico; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In New Mexico, 2,436 fourth-grade students in 108 public schools and 2,585 eighth-grade students in 85 public schools were assessed. This report describes the mathematics performance of New Mexico fourth- and eighth-grade students in public schools proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Utah on the NAEP mathematics scale was 223 compared to 217 nationwide; for Utah eighth-grade students the average proficiency was 274 compared to 266 nationwide. (ASK)

ED 426 902 SE 062 196

NAEP 1992 Mathematics State Report for Virginia. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP); *Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Virginia, 2,786 fourth-grade students in 111 public schools and 2,710 eighth-grade students in 103 public schools were assessed. This report describes the mathematics performance of Virginia fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--

Junior High Schools; Lesson Plans; Middle Schools; Social Studies
IDENTIFIERS- *Asia (East); *Middle School Teachers

This volume contains 40 lesson plans that were written for middle school teachers to help students learn about East Asia. The lessons are organized across five themes: (1) "People, Places & Environment"; (2) "Technology, Production, Distribution & Consumption"; (3) "Cultures, Continuity, Change"; (4) Institutions, Power & Government"; and (5) "Indiana & Global Connections." The themes involve several areas of study including, geography, economics, history, anthropology, archeology, citizenship and government, and world cultures. Each lesson plan states the purpose, theme, suggested time, key vocabulary and concepts, materials needed, initiation, development, and key questions. Two appendices conclude the volume. The first appendix contains maps of China, Japan, the Korean Peninsula, Taiwan and the entire continent of Asia. The second appendix contains a list of all lessons arranged by topic. The topics are listed as: (1) "Activities"; (2) "The Global Economy; (3) "Human Rights"; (4) "Lifestyles and Social Institutions"; and (5) "The Natural World." (LB)

ED 426 918 SO 029 444

Beville, Francie; Boone, Mark; Chapman, Kelly; Crump, Claudia; Curtis, Lonnie; Erickson, Stacy; Kaiser-Polge, Tami; Klus, John A.; Luebbehusen, Mary Lou; Rea, Patrick S.; Ward, Mary E.
Teaching East Asia: China, Japan, Korea. Lesson Plans for Middle School Teachers. Volume II.
SPONS. AGENCY- Indiana Humanities Council, Indianapolis.
PUB DATE- 98
NOTE- 197p.; Produced by participants in the Summer 1997 workshop "Teaching East Asia in the Middle School" Indiana University, Bloomington, Indiana. For volume 1, see SO 029 443.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Production; Anthropology; Archaeology; Area Studies; *Cultural Awareness; *Economics Education; Foreign Countries; *Geographic Concepts; *Humanities; Intermediate Grades; Junior High Schools; Lesson Plans; Middle Schools; Social Studies
IDENTIFIERS- *Asia (East); China; Indiana; Japan; Korea; *Middle School Teachers

This volume contains 23 lesson plans that were written for middle school teachers to help students learn about East Asia. The lessons are organized across six themes: (1) "People, Places & Environment"; (2) "Technology, Production, Distribution & Consumption"; (3) "Cultures, Continuity, and Change"; (4) "Aesthetics, Celebrations and Values"; (5) "Institutions, Power & Government"; and (6) "United States & Global Connections." The themes involve several areas of study including, geography, economics, agriculture, history, anthropology, archeology, arts and humanities, citizenship and government, and world cultures. Each lesson plan states the purpose, theme, suggested time, key vocabulary and concepts, materials needed, initiation, development, and key questions. Student handouts are included in this volume. Two appendices conclude the volume. The first appendix contains ideas for additional lesson plans that encompass the six themes. The second appendix contains maps of China, Japan, the Korean Peninsula, Taiwan and the entire continent of Asia. (LB)

DESCRIPTORS- Art Activities; *Cultural Awareness; *Culturally Relevant Education; *Curriculum Development; *Diversity (Student); Grade 2; *Multicultural Education; Primary Education; Student Surveys; Thematic Approach
IDENTIFIERS- *Cultural Sensitivity; Multicultural Materials

This report describes a program for advancing the appreciation, acceptance, and understanding of diverse cultures. The targeted population consists of students in a self-contained second-grade classroom in a large urban industrial city located in the Midwest. The problem of inadequate appreciation and acceptance of diverse cultures was documented through teacher observations, student surveys, student journal entries, and portfolio assessments. Analysis of probable cause data revealed that students, educators, and the community lack sensitivity to the ethnically diverse population. Reviews of current practices and strategies revealed a lack of multicultural education and a culturally sensitive curriculum. A review of solution strategies suggested by knowledgeable others combined with analysis of the problem setting resulted in the selection of three major categories of intervention: use of multicultural lessons using artifacts, literature, thematic units, and trust/bonding activities; use of drama, dance, music, and visual arts addressing a multicultural theme; and community and home-school connections will be planned, organized, and developed. Through the implementation of these strategies, students' awareness and understanding of themselves and other cultures increased. A stronger knowledge base of various cultures was developed and documented. The academic curriculum was enhanced through the integration of the arts. Extensive appendixes contain surveys, information on cultures, and various class activities. (Contains 32 references, 4 tables and several exercises and relevant articles.) (Author/BT)

ED 426 939 SO 029 861

Steeves, Kathleen Anderson
Working Together To Strengthen History Teaching in Secondary Schools.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Cooperation; Higher Education; *History Instruction; Instructional Development; Secondary Education; *Student Needs; Teacher Education
IDENTIFIERS- *Educational Issues; Research Trends; Social Studies Teachers

This paper assesses current issues in colleges and universities as well as in K-12 schooling, with a focus on the preparation of secondary school teachers. The paper identifies new trends in the changing nature of research and practice as they affect the history profession in the classroom. According to the paper, there are many issues that secondary school history teachers and college/university history faculty share. History educators can and must do better in engaging students in the pursuit of knowledge. The paper contends that history provides valuable information and perspectives embedded within a powerful analytical model that can be especially useful in an inconsistent and rapidly changing world. (Contains 44 endnotes.) (BT)

The Third International Mathematics and Science Study (TIMSS) results suggest to American citizens that compared to the United States' goal of excellence among nations, the U.S. is not on track with other nations. By contrast, Japan is consistently at the top of international rankings in mathematics and science. To gain insight into the Japanese education system success, the U.S. Department of Education commissioned a case study that is documented in "The Educational System in Japan: Case Study Findings" (The Japan Study). The Japan Study, summarized in this report, indicated that one possible explanation for Japan's success is that the educational system actively works to build students' motivation to learn. This study highlights how the Japanese system works to motivate students. The report is divided into four sections: (1) academic standards; (2) individual student differences; (3) adolescent life; and (4) teacher life. Academic standards are set by the Japanese Educational Ministry for all students in mathematics and science. The Ministry focuses on creating well-rounded students in the elementary and junior high school and sets the number of hours per subject in the national elementary school curriculum. Whole-class instruction is used in most elementary school and junior high school classes. This teaching method has students of all ability levels cover one subject at the same pace interactively in one classroom. The focus of the instruction is to emphasize effort over ability, engage students, build strong classroom relationships, and unify the classroom. After school activities for adolescents support the educational goals. This is accomplished through school clubs, supplementary classes, and friendships formed at the clubs and classes that contribute to school values. Japanese schools support an atmosphere of collegial student interaction and teacher interaction that helps to motivate student learning. Although some Japanese students still have motivation problems, part of the explanation for student success in mathematics and science in Japan is due to an education structure that works to build student motivation. (JH)

ED 426 959 SO 030 697

Fromboluti, Carol Sue; Seefeldt, Carol
Early Childhood: Where Learning Begins. Geography. With Activities for Children Ages 2 to 5 Years of Age.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Development; Experiential Learning; *Geographic Concepts; *Geography; *Geography Instruction; Parent Participation; Preschool Education; Social Studies

This resource book is intended to aid parents of children aged 2 to 5 years in teaching geography. The book offers ideas about how to encourage and give direction to enable young children to develop the vocabulary, awareness, and curiosity necessary to lay the foundation for the study of geography. Suggested activities are included and are organized around five specific themes. The themes are: (1) "Where are things located?" (2)"What characteristics make a place special?" (3) "What are the relationships among people and places?" (4) "What are the patterns of movement of people, products, and information?" and (5) "How can the Earth be divided into regions for study?" Each

Therapy for HIV Infected Patients" (James G. Anderson, Marilyn M. Anderson, Stephen R. Bryn, Linda L. Casebeer, and Robert E. Kristofco). (Individual articles contain references.) (SM)

ED 426 978 SP 038 273

Evers, Connie Liakos
How To Teach Nutrition to Kids: An Integrated, Creative Approach to Nutrition Education for Children Ages 6-10.
PUB DATE- 95
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; *Comprehensive School Health Education; *Cooking Instruction; *Eating Habits; Elementary Education; Elementary School Students; Health Promotion; Integrated Activities; Interdisciplinary Approach; *Nutrition Instruction
IDENTIFIERS- Health Behavior

This book presents nutrition education activities and strategies that are child-tested and teacher-endorsed. It targets educators, nutrition professionals, parents, and other caregivers, offering the tools to teach children ages 6-10 years about nutrition in a meaningful, integrated way. Divided by subject, this resource integrates nutrition into the classroom, cafeteria, and home. It explains how to integrate nutrition education into specific subject area classes. Following a description of how to use the book, there are 12 chapters: (1) Making the Case for Nutrition Education; (2) The Message of Healthy Eating; (3) The F.I.B. (fun, integrated, and behavioral) Approach to Nutrition Education; (4) Teaching the Basics: The Food Guide Pyramid; (5) Language Arts; (6) Math; (7) Science; (8) Social Studies; (9) Performing Arts; (10) Edible Art; (11) Physical Education; and (12) The Cafeteria as Nutrition Laboratory. Two appendixes present guidelines for safe classroom cooking, and selected resources. A complementary guide, Leader/Activity Guide: A Hands-on Guide Filled with Delicious Learning, presents nutrition education activities and strategies for elementary school students, including self-assessment activities; setting goals and making choices; finding out more about food you eat; cooking up some fun; and puzzles, activities, and more recipes. (SM)

ED 426 979 SP 038 274

Bagby, Robin; Campbell, V. Star; Achterberg, Cheryl; Probart, Claudia; Ebel, Kimberlyn
Every Day Lots of Ways. An Interdisciplinary Nutrition Curriculum for Kindergarten-Sixth Grade.
SPONS. AGENCY- Food and Nutrition Service (USDA), Washington, DC.
PUB DATE- 96
NOTE- 600p.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Comprehensive School Health Education; *Eating Habits; Elementary Education; Elementary School Students; Health Promotion; Interdisciplinary Approach; *Nutrition Instruction
IDENTIFIERS- *Fruits; Health Behavior; Pennsylvania; *Vegetables

This K-6 interdisciplinary nutrition curriculum focuses on

This study examined what values, attitudes, and behaviors are conveyed through televised sports news programming that would be expected in both sport and the world of work. The study involved viewing 102 editions of ESPN's "SportsCenter," a sports news program, and recording comments made by program anchors, news journalists, players, coaches, owners, etc., that could potentially convey to viewers what were normative or inappropriate behaviors, attitudes, and values for sport participants. A total of 1,706 comments were recorded, with an average of 17 comments per program. The recorded comments were placed into categories based on their content. A total of 494 comments were relevant to the research question. Data analysis resulted in nine categories that represented attitudes, values, and behaviors important in sport and work. Results found several major themes: the head coach is responsible for success; participate with focus, concentration, and intensity; work (fun and love are not required); give it your all and do not quit; there is more to life than sport; be confident; teamwork and cohesion are needed; win/be successful; luck, magic, and religion impact performance and success; and you can do it. The telecasts did contain comments that could socialize viewers to hold beliefs and engage in behaviors that are reflective of what is considered functional in the world of sport and the world of work. (Contains 18 references.) (SM)

ED 426 998 SP 038 298

Aicinena, Steven
One Hundred and Two Days of "Sportscenter": Messages of Poor Sportsmanship, Violence and Immorality.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; Athletics; *Behavior Patterns; *Moral Values; News Media; Programming (Broadcast); Social Behavior; Social Values; *Sportsmanship; *Television Viewing; Violence
IDENTIFIERS- *Broadcast Sports; *ESPN; Television Announcers

This study collected and described the verbal comments made during 102 editions of ESPN's Sportscenter, a sports news program. Comments made by the programs anchors, news journalists, players, coaches, owners, etc., believed to potentially convey to viewers what was normative or inappropriate behavior for sports participants, were recorded. A total of 1,706 comments were recorded, with an average of 17 comments per program. Comments used in this study pertained to sportsmanship (good and bad), fights/battery (punches, pushes, and fights), and immoral behavior (violation of laws or NCAA rules) taking place within the sports setting that were prohibited by game rules. Of the 1,706 comments, 355 fell within those categories. Data analysis indicated that sport as presented on Sportscenter was rife with poor sportsmanship, violence, and immoral behavior. Of the 355 comments, 352 were negative. Good sportsmanship and acts considered to be morally uplifting were rarely commented on. (Contains 14 references.) (SM)

ED 426 999 SP 038 299

Benson, Marty, Ed.
NCAA Divisions II and III Graduation-Rates Report, 1998.
PUB DATE- 98
NOTE- 699p.

learning preference modes based on dualities in the acquisition of learning: abstract versus concrete and sequential versus random. Another conceptualization of learning styles is that of the Myers-Briggs Type Indicator, based on the theory of Carl Jung, which divides individuals into 16 archetypes. R. and K. Dunn have been promoting learning styles-based instruction for more than 20 years. Their Learning Styles Inventory elicits student reaction to the instructional environment, the student's emotionality, social preferences, and physiological uniqueness. Also noted are the joint research of W. Barbe, M. Milone, and R. Swassing, and the work of J. Keefe. Some criticism of learning styles-based instruction are noted. (Contains 20 references.) (SLD)

ED 427 018 TM 029 356

Walpole, MaryBeth
National Rankings: Ramifications for Academic Units.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Astronomy; *Business; *College Faculty; College Programs; Higher Education; *Institutional Characteristics; Instructional Effectiveness; *Physics; Program Evaluation; Qualitative Research; Self Evaluation (Groups); *Teacher Attitudes
IDENTIFIERS- *Ranking

A qualitative study was conducted of the way faculty perceived the effects of national rankings on two departments in a large public research university. The department of physics and astronomy and the school of business of the university were both ranked in the top 20 nationally, but both were ranked lower than the administration and faculty wanted them to be, and the effects of the perceived low rankings were being felt in the core practices of teaching and learning. A total of 60 interviews, 29 in physics and astronomy and 31 in business, were conducted. In physics and astronomy, 59% of faculty members referred to the rankings, and 74% of business school faculty interviewed referred to national rankings. Faculty members believed that their low rankings, in addition to other funding problems, had negatively affected the resources received by the department and their research capability. They expressed concerns related to graduate student recruitment, faculty recruitment, and funding. In physics and astronomy, the ranking had created a negative cycle in which the department, unable to attract resources, was then unable to raise its national ranking. In the business school, the issues were somewhat different. Because the most important ranking used student satisfaction, the faculty felt pressured to keep students happy to raise the ranking. These findings open important areas for future research into the effects of national rankings on teaching and research. (Contains 30 references.) (SLD)

ED 427 019 TM 029 357

Waechter, Donna; Newman, Isadore; Rosenkoetter, Linda
The Relationship between Humor (Temperament) and Course Evaluation.

answered by 69% of the faculty, interviews with department heads, a survey completed by 34% of 300 students sampled, interviews with 30 students, and surveys completed by 40% of 300 parents sampled. Findings suggest concerns about the scheduling of advanced placement courses and examinations as well as other scheduling aspects. Additional staff development, the possibility of a longer school day, a review of the credits required for graduation, and the exploration of ways to help transfer students were among the recommendations for continuing the block scheduling. It is suggested that other high schools in the district try block scheduling, using either 4 X 4 or an alternate day block, as an option if students, parents, and faculty understand and support the concept. Four appendixes contain the interview format for department heads, a chart of advanced placement score increases and declines, a summary of student interviews, and a list of excess textbooks due to block scheduling. (Contains 14 charts.) (SLD)

ED 427 038 TM 029 415

Grounds Maintenance Evaluation.
PUB DATE- 96
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cost Effectiveness; *Educational Facilities; Elementary Secondary Education; *Grounds Keepers; *Maintenance; *Principals; Program Evaluation; Public Schools; Turf Management
IDENTIFIERS- *Chesapeake Public Schools VA

The Grounds Shop of the Chesapeake Public School Division (Virginia) Department of School Plants was evaluated in 1995-96. The goals of the grounds maintenance program are to provide safe and attractive grounds for students, parents, and staff of the school district. The evaluation examined the extent to which these goals are being met by using ratings by 36 principals. Whether the program could be restructured to improve efficiency and effectiveness and whether there is a role for a private provider of lawn services were also explored. Over 60% of the principals rated the overall grounds maintenance activities of the Grounds Shop as above average, but the final appearance of the lawns was not always excellent. Groundskeepers attributed this to not having enough time for the final touches. Better communication between principals and groundskeeping staff would improve the program. It is concluded that the current in-house staff offers generally efficient and cost-effective service when compared with the estimated costs of an outside lawn service. When the Chesapeake Public School Division was compared with other school divisions in the state, it ranked among the top 3 of 11 responding and had the lowest cost per acre for lawn maintenance. Four appendixes contain the survey questionnaire and survey results of principals and two proposal bid forms from different lawn services. (Contains four charts.) (SLD)

ED 427 039 TM 029 416

Laboratory School for the Academically Gifted Evaluation.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academically Gifted; Cost

classical test theory, to evaluate measurement error in a behaviorally anchored role-play measure, highlighting the usefulness of this theory in instrument development. G-theory partitions an observed score into the universe score and error scores associated with separate sources of error variation, and enables the researcher to make decisions about instrument development and validation not afforded by classical test theory. Forty-four female patients at an eating disorders clinic and a sample of 44 young women without eating disorders were recruited for the study. Participants completed questionnaires about demographics and eating disorders and then responded to vignettes about problem family situations. These responses were rated by four raters as part of the development of the behavioral role-play measure of social competence, and g-theory was used to assess agreement among the four raters. Traditional approaches to assessing reliability were compared to generalizability theory to validate the developed instrument. Although four raters were used, results suggest that a single rater could produce a reliable score. Results also show that using g-theory in addition to classical test theory to assess the psychometric properties of the instrument offers a measurement approach that benefits researchers and clinicians. (Contains 5 tables and 28 references.) (SLD)

ED 427 059 TM 029 440

Evans, Victoria P.
Strategies for Detecting Outliers in Regression Analysis: An Introductory Primer.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Identification; *Regression (Statistics)
IDENTIFIERS- *Outliers; *Residuals (Statistics)

Outliers are extreme data points that have the potential to influence statistical analyses. Outlier identification is important to researchers using regression analysis because outliers can influence the model used to such an extent that they seriously distort the conclusions drawn from the data. The effects of outliers on regression analysis are discussed, and examples of various detection methods are given. Most outlier detection methods involve the calculation of residuals. Given that the identification of a point as an outlier is not, in itself, grounds for exclusion, the questions that must be answered is when an outlying observation can be rejected legitimately. When individuals admit inattention during data collection, or acknowledge providing dishonest responses, the decision to delete outliers is straightforward. It is only troubling to delete them when the basis for the aberrance cannot be understood, and then the decision is the most difficult. Three appendixes contain a FORTRAN program to compute a type of detection matrix, input for that program, and output results for the example data. (Contains 4 tables, 6 figures, and 11 references.) (SLD)

ED 427 060 TM 029 441

Enger, Sandra K.

similar validity for measuring the underlying constructs across problem choice. It is concluded that while choice may be justified, some form of equating adjustments would be needed before making high-stakes decisions based on performance of students on problems where choice is allowed. (Contains 23 tables, 2 figures, and 9 references.) (Author/SLD)

ED 427 079 TM 029 461

Shepard, Lorrie; Taylor, Grace; Betebenner, Damian
Inclusion of Limited-English-Proficient Students in Rhode Island's Grade 4 Mathematics Performance Assessment. CSE Technical Report 486.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Disabilities; *Elementary School Students; Grade 4; Intermediate Grades; Language Minorities; *Limited English Speaking; *Performance Based Assessment; Pilot Projects; *Special Education; State Programs; Tables (Data); Test Use; Testing Programs; *Validity
IDENTIFIERS- Metropolitan Achievement Tests; *Rhode Island; *Testing Accommodations (Disabilities)

The effect of testing accommodations, such as extra time, oral reading of the assessment, or small group testing, on the participation and performance levels of limited-English-proficient students (LEP) on the Rhode Island Grade 4 Mathematics Performance Assessment was studied. A pilot study was conducted with 22 classes of students to provide preliminary evidence of the relative validity of both the performance assessment and the traditionally used Metropolitan Achievement Test (MAT) for language-minority students in comparison with general education students. The statewide data show a clear increase in the number of LED and special education students participating in the performance assessment compared to those who took the MAT. This was probably a result of the availability of accommodations or the test instructions, which stressed full inclusion. Accommodations consistently raised the relative position of LEP and special education students compared to their position on the MAT in the past. In the operational statewide assessment there was no way to evaluate the validity of the achievement gains associated with the use of accommodations, but for the most part the level of gain appeared reasonable. In the pilot sample, teachers' mathematics grades and teachers' standards-based ratings in mathematics could be used as validity criteria to evaluate the performance assessment and the MAT. Evidence supports the validity of the tests for general education students and for language-minority students, but is not as strong for the validity for LEP students. For a first effort, the inclusion of LEP students in the Rhode Island fourth-grade assessment appears to have been reasonably successful. An appendix discusses method to evaluate differential item functioning. (Contains 13 tables, 17 figures, and 19 references.) (SLD)

ED 427 080 TM 029 462

Waltman, Kristie; Kahn, Andrea; Koency, Gina
Alternative Approaches to Scoring: The Effects of Using Different Scoring Methods on the Validity of Scores from a Performance

planning to practice in-state, number of physician residents and residency programs by state, and medical school revenues from states. (DB)

ED 426 649 HE 031 752

Knox, Alan B.
Recognizing Excellent Outreach Performance.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Data Analysis; Evaluation Methods; *Faculty Evaluation; *Faculty Promotion; Higher Education; *Outreach Programs; Professors; *School Community Relationship

This study analyzed aspects of assistant professor promotion and tenure packets that contained varying emphases on outreach associated with a positive promotion recommendation. Fictionalized versions of actual promotion packets for 18 men and women were obtained from seven midwest universities. Packets varied by type of department and by extent and type of outreach responsibilities reported by the assistant professors. Forty-three experienced reviewers evaluated packets, rating 20 aspects and listing the aspects most influential in their recommendation. Data analysis included inductive classification of written comments, and cluster analysis of the ratings of the 20 aspects and the recommendations. The study found that the aspects most generally associated with promotion were outreach research and external funding. The aspects most associated with assessing outreach performance were outreach research, outreach teaching, outreach service, letter of appointment, and impact on the field. Classification of open-ended comments regarding the promotion recommendation found the following most related: quality, research, and outreach impact. Implications for strengthening the process of outreach promotion are identified. The form for assessing the promotion packet is attached. (Contains 31 references.) (DB)

ED 426 650 HE 031 753

Tovar, Molly
Enhancing Diversity in Graduate Education. Graduate Plan for Enhancing Diversity: Oklahoma State University.
PUB DATE- 97
NOTE- 21p.; Prepared for the Council of Graduate Schools Peterson's Award Competition.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; *Diversity (Student); Enrollment Trends; *Graduate Study; Higher Education; *Minority Groups; *School Holding Power; Student Personnel Services; *Student Recruitment
IDENTIFIERS- *Oklahoma State University

This report describes Oklahoma State University's (OSU's) Graduate Plan for Enhancing Diversity (GPED), a program designed to increase the number of minority group graduate students at OSU. GPED goals are: the population of OSU graduate students pursuing degrees will reflect the demographics of the state population by the year 2004; and the population of OSU graduate students receiving degrees will reflect the approach to recruitment, promotional materials, general approach to admissions, admissions processing and response time, admissions materials, approach to tuition fees and funding, on-site arrival, international student services, housing, international student consultation, and overall approach. Implications for public policy and areas for further action are also identified. Appendices provide enrollment data, provincial policy differences, recommendations, and an institutional self-evaluation template. (Contains 9 references.) (DB)

ED 426 670 HE 031 827

Gutierrez, Oscar, Ed.
Report of the Texas Commission on a Representative Student Body.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; *Affirmative Action; College Admission; *College Students; Compliance (Legal); Court Litigation; *Diversity (Student); Educational Policy; Higher Education; Minority Groups; School Holding Power; State Aid; Student Financial Aid; *Student Recruitment
IDENTIFIERS- Hopwood v Texas; *Texas

This report results from the 1996 U.S. Supreme Court decision, Hopwood v. Texas, which declared that race may not be taken into account for the purpose of creating a diverse student body. The report offers recommendations to Texas policymakers and educators concerning creative approaches to encourage more representative student bodies in light of this decision. Short-term and long-term recommendations are made for programs and strategies in three areas: recruitment and admissions, retention, and financial aid. Discussion of the issues and effective strategies in each of these areas is followed by presentation of ten major recommendations, including the following: (1) creation of a fund for supplementary financing of recruitment programs; (2) creation of incentives for two-year students to earn an associate degree or transfer to a four-year college; (3) increases in state financial aid funding; (4) expansion of current work-study programs; (5) expansion of partnerships between the state and private sectors; and (6) increased support to improve retention of full-time higher education professional faculty. Also included are profiles of commission members and two appendices, one an executive summary of another financial aid report and, the second, a matrix of Texas recognition and equal access programs. (Contains 24 references.) (DB)

ED 426 671 HE 031 829

California Postsecondary Education Commission Workplan, 1999 and Beyond. Commission Report 98-7.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; Demography; Educational Finance; *Educational Policy; Educational Trends; Government Role; Higher Education; *Long Range Planning; Public Colleges; State Universities; *Statewide Planning; Student Financial Aid; Trend Analysis

PUB DATE- 98
NOTE- 160p.; Publisher: Kogan Page Ltd., 120 Pentonville Rd., London N1 9JN, United Kingdom.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Distance Education; Educational Technology; Guidelines; *Independent Study; Individualized Instruction; *Instructional Design; *Instructional Materials; Learner Controlled Instruction; Learning Activities; *Material Development; Open Universities; Postsecondary Education; Student Needs; Training; Workshops
IDENTIFIERS- *Course Development; Flexible Learning

This book is based on training sessions conducted by the author that focused on key issues in the design of self-instructional materials, including an awareness of the distinctive features of self-instructional materials, characteristics of the target audience, and coming to grips with the resources and constraints within which one must work. Guidelines for the development of self-instructional materials are presented that may be used as an individual guide or as a series of ready-made workshops. Instructions for use in both capacities are included, as well as an introduction to the characteristics of self-instructional materials. Ten chapters cover the following topics: (1) distinctive features of self-instructional material; (2) differences between textbooks and self-instructional material; (3) differences between open, distance, and flexible learning; (4) resources and constraints; (5) target audience; (6) alternative methods of material production; (7) assembling a course proposal; (8) advance organizers; (9) student learning activities; and (10) learner workload and readability. Each chapter contains an overview of the issue, key questions collected from workshops and seminars taught by the author, comments, examples, illustrations, and summary pages that can be used as overhead projector transparencies, and references. (DLS)

ED 426 690 IR 019 306

Andersson, Jan, Ed.
Department of Education and Psychology. Annual Report 1997.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Development; Adult Education; Annotated Bibliographies; *Behavioral Science Research; Classroom Techniques; Educational Psychology; *Educational Research; Ethics; Foreign Countries; Group Dynamics; Hearing Impairments; Higher Education; Organizational Change; Physical Therapy; Psychotherapy; Publications; Reading Difficulties; Research Reports; Schools of Education; Teacher Education
IDENTIFIERS- Knowledge Utilization; *Linkoping University (Sweden); Problem Based Learning

This annual report presents an annotated bibliography of the research reported from the Department of Education and Psychology, Linkoping University (Sweden) during 1997. The bibliography describes 21 research projects led by Education staff, 44 publications written by Education staff, 13 projects led by Psychology staff, and 64 publications written by Psychology staff. Publications listed include journal articles, can benefit from the expanded services. This book offers media specialists practical guidance in planning, developing, managing, and evaluating a program that relates media center tasks to sound educational principles. The three parts include: "The Student Assistant Program in Context"; "Planning for a Student Assistant Program"; and "Implementing the Student Assistant Program." The appendixes give guidelines and models that media specialists can easily adapt to their own situations. These guidelines include: examples of curriculum plans for elementary, middle, and high school programs; mission, philosophy, and description of the program; a list of goals, objectives, and learning activities from which media specialists can select those they find appropriate; examples of forms, letters, and other documents that are useful in setting up and managing a program; model bylaws for a library club; guidelines for student assistants to follow in preparing pathfinders and setting up vertical files; and essays by school librarians on creating a supportive environment for student assistants. (Contains references, additional sources and an index.) (AEF)

ED 426 708 IR 057 275

Seidl, Ann M.
Statistics & Input-Output Measures for Colorado Public Libraries, 1997.
PUB DATE- 98
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Information Technology; Library Expenditures; Library Funding; Library Materials; Library Personnel; Library Services; *Library Statistics; Library Surveys; *Public Libraries; *Statistical Data; Tables (Data)
IDENTIFIERS- *Colorado; Colorado State Department of Education

This document contains statistics and input-output measures for all Colorado public libraries. Tables of the following 1997 survey data are provided: state totals and averages; public library addresses; telephone, fax, and URL for public libraries; public library directors; borrowers, outlets and bookmobiles; ALA-MLS librarians, other staff and total staff in FTE (full-time equivalency); computers and networking; local, state, federal, other, and total library income; staff expenditures, including salaries, benefits and totals; materials expenditures, including bound volumes, video, audio, subscriptions, and electronic materials and access; miscellaneous materials and operating expenditures and totals, including capital outlay; selected library materials, including books, audio/video materials, software, and paper and electronic periodicals; circulation figures; public service and evening and weekend hours; annual visits, reference transactions, and interlibrary loan; children, young adult, and adult programs and attendance; input measures--FTE ratios and items per 1,000 ratios; funding measures--per capita funding ratios, staff and materials as percent of operating expenditures; output measures--registration as a percent of population, services per capita, services per hour, evening and weekend hours percentages, turnover rate, interlibrary lending, program, attendance per 1,000 served, and services to children; and Colorado Public Library salaries and wages. Charts of local funding sources (1997) and selected statistics (1996-1997) are also included. An appendix provides the 1997 Annual Report including demographics and participant/instructor evaluations. (AS)

ED 426 728 JC 990 056

Milliron, Mark D. Ed.
Leadership Abstracts, Volume 11, Numbers 1-10, 1998.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Role; *Community Colleges; Cooperative Learning; *Educational Change; Educational Facilities; Educational Strategies; Educational Technology; *Leadership; Learning; *School Community Relationship; Two Year Colleges

The abstracts in this series provide brief discussions of issues related to leadership, administration, professional development, technology, and education in community colleges. Volume 11 for 1998 contains the following 10 abstracts: (1) "What If They Learn Differently: Applying Multiple Intelligences Theory in the Community College" (Rene Diaz-Lefebvre, Nancy Siefer and Tessa Martinez Pollack); (2) "Technology Education: Striving for Excellence and Equity" (Willard R. Daggett); (3) "Certificates on Center Stage: Occupational Education for a Working Economy" (Stella A. Perez and Carol C. Copenhaver); (4) "Laptops for Everyone: Changing the Way Students Learn and Colleges Do Business" (Lynn Cundiff and Sandy M. Briscar); (5) "Celebrating Presidential Leadership Transitions" (Ned J. Sifferlen); (6) "Community Colleges Go International: Short-Cycle Education Around the World" (Frederick C. Kintzer); (7) "Dream Catchers: Community Colleges and the Coming Prosperity" (Bob Davis and David Wessel); (8) "Community Colleges Perched at the Millennium: Perspectives on Innovation, Transformation, and Tomorrow" (Kay M. McClenney); (9) "Moving From Innovation to Transformation in the Community College" (Paul Gianni); and (10) "Seven Practices to Prepare Our Students for Success in the Digital Age" (Beth Richardson). (AS)

ED 426 729 JC 990 057

Roueche, Suanne D., Ed.
Linkages, Volume 21, Numbers 1-4, 1997-98.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; *Community Colleges; Cooperatives; *Educational Development; Educational Technology; Grants; Institutional Cooperation; *Outreach Programs; *Partnerships in Education; Program Development; School Community Relationship; Two Year Colleges

This document contains the four issues of volume 21 of the newsletter, "Linkages." The first issue discusses business partnerships, collaboration, community outreach, grants and contributions at the following community colleges: Salt Lake (UT), Monroe (NY), Niagara County (NY), Elgin (IL), Westmoreland (PA), Wayne (NC), Redlands (OK), Burlington (NJ), Del Mar (TX), and Santa Monica (CA). Issue 2 celebrates 20 years of service to community colleges, with highlights on what's "new for '98," conference features, program strands,

NOTE- 51p.; Community College Press, American Association of Community Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Transfer Students; *Community Colleges; *Educational Assessment; Educational Planning; Educational Policy; *Institutional Mission; *Instructional Effectiveness; School Holding Power; Two Year College Students; Two Year Colleges
IDENTIFIERS- American Association of Community Colleges; *Performance Indicators

This report, an update to the first edition published in 1995, addresses policymakers' concerns regarding "high performance" and provides a model for institutions assessing their effectiveness. Chapters 1 and 5 discuss the changing context in which colleges operate and present new directions in assessment. Chapters 2 through 4 provide a working definition of effectiveness, a model depicting its components, and a list of the 14 core indicators, organized according to mission arenas. Chapter 4 also includes detailed technical descriptions, along with data sources and additional measures, for each indicator: (1) student goal attainment; (2) persistence; (3) degree completion rates; (4) placement rate in the workforce; (5) employer assessment of students; (6) licensure/certification pass rates; (7) client assessment of programs and services; (8) demonstration of critical literacy skills; (9) demonstration of citizenship skills; (10) number and rate who transfer; (11) performance after transfer; (12) success in subsequent, related coursework; (13) participation rate in service area; and (14) responsiveness to community needs. The report closes with a plan of action for community colleges, including proposed changes in assessing organizational performance, and offers suggestions for responding to externally imposed measures. (EMH)

ED 426 750 JC 990 084

Armstrong, William B.
Explaining Community College Outcomes by Analyzing Student Data and Instructor Effects.
PUB DATE- 99
NOTE- 246p.; Ph.D. Dissertation, University of California, Los Angeles.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *Community Colleges; High Schools; *Predictor Variables; *Student Characteristics; Tables (Data); Test Validity; *Testing; Two Year College Students; Two Year Colleges
IDENTIFIERS- Placement Tests

This study examines the validity and usefulness of employing standardized placement tests and other indicators of academic ability to make education or training decisions about community college students. It also demonstrates how attempts to make optimal educational placement decisions through mandatory placement testing are confounded by measurement error in tests, differing characteristics of students, and the instability of the criterion variables of grade or retention. The investigation was conducted in four parts. Part one focused on descriptive data about the participant sample; part two individuals and of programs, a committee of the Early Childhood Work Group collected and compared all the different standards now in force for the early childhood programs in the state of Vermont. The committee identified elements common to all these programs including: (1) program design and curriculum; (2) personnel; (3) leadership and administration; (4) parent involvement; and (5) health and safety. This resulting document is a tool for self-assessment by program directors and staff of early childhood programs. Each section of the document provides a brief introductory narrative leading into a simple table format in which the core standards are presented as positive statements alongside options for evaluation; The standards are intended to represent a minimum level. The first section of document addresses who needs early childhood services," while the second section describes how to use the self-assessment tool. The third section and bulk of the document contains the "Core Standards and Self-Assessment Tool," organized by the five identified common elements. The document concludes with a "Continuous Improvement Plan" worksheet and additional resource information on diapering, disinfection, excludable conditions, and food service. (Author/SD)

ED 426 770 PS 027 173

Murphy, Dana McDermott; Segal, Joy F.
The Challenge of Developing a School Based Center for Parent Growth and Development in a JK-12 School.
PUB DATE- 98
NOTE- 6p.; "With the assistance of Jamie Ford, Melanie Golden, and Denise Grogan." Poster presentation prepared for the Annual Conference of the National Conference on Family Relations (60th, Milwaukee, WI, November 14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; Models; *Parent Education; *Parent Participation; Parent Role; *Parent School Relationship; Parenting Skills; *Parents
IDENTIFIERS- *Center Based Programs; Latin School of Chicago IL; Parent Child Centers; Parent Needs; *School Based Services

Drawing on research that supports the importance of parental involvement for children's school success, a study evaluated a model parent development center in a school setting. The mission of the three-year study was to create a parent education initiative to support parents in their parenting role. This paper begins with an introduction to the problems parents face, followed by: (1) a description of the methods used to choose the school setting for developing the model and the strategy for implementation; (2) a summary list of early successes and challenges faced by those implementing the model; and (3) a report of the model's current status and future plans. The second half of the paper contains specific information on the school-based center for parent growth and development instituted at the Latin School of Chicago. This section presents a background and mission statement for development of the parent education initiative. Specific goals and how these goals will be achieved are listed, and a summary of the program over its 3-year evolution is presented along with some conclusions and ideas for future investigation. (SD)

ED 426 771 PS 027 215

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Elementary Secondary Education; Emergent Literacy; Family Literacy; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Program Descriptions

Involving parents in young children's literacy development is a challenge being met by many school districts. Several programs and strategies are being used at various levels to enhance literacy development and to address literacy needs of parents. Suggestions for preschool children include playing classical music, participating in meaningful learning experiences, and reading aloud. In addition, Even Start and Mothers Understanding Methods of Schooling are effective family-based literacy programs. Strategies for use with elementary school students and their parents include: morning meetings for parents at school to share information and present cooperative ventures; home visitor teams to bring parents into school; Reading (or Math) Family Nights; Family Technology Resource Centers offering child care and computer and literacy training; and the hiring of parents as ombudsmen. Strategies tried at the secondary school level include general school improvement programs with parent components, using parents as reading tutors, the Brotherhood of Super Stars for African-American males, church-based parent centers, and providing preparation for parent-teacher conferences. (KB)

ED 426 789 PS 027 270

Guillain, Andre; Pry, Rene
Scholastic Adaptation and Socio-Cognitive Abilities of Children between 3 and 7 Years of Age.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual European Early Childhood Education Research Association (EECERA) Conference (8th, Santiago de Compostela, Spain, September 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Academic Achievement; *Adjustment (To Environment); Cognitive Ability; *Cognitive Development; Cognitive Processes; Cognitive Psychology; Early Childhood Education; Foreign Countries; *Interpersonal Competence; Social Behavior; *Social Cognition; *Social Development; Student Adjustment; *Young Children
IDENTIFIERS- *Cognitive Research

Building on the assumption that there is cognitive organization to social abilities, two studies analyzed stability and change of this organization in children. The first study focused on children who attended the first year and second year of nursery school, and the first year of elementary school. The second study focused on those children who attended the second year of nursery school then the first year of elementary school. In the first study, each child went through a triple evaluation, which was repeated in the second study, yielding results regarding: (1) cognitive abilities; (2) adaptive behaviors; and (3) playful activities displayed on the playground. The findings of both studies point in the same direction. Regarding the second year of nursery school, the factorial analysis highlights a general factor as well as a social intelligence factor. In the first year of nursery school and in the first year of early childhood development and health services (child health and developmental services, education and early childhood development, child health and safety, child nutrition, child mental health); (3) family and community partnerships (family partnerships, community partnerships); (4) program design and management (program governance; management systems and procedures; human resources management; facilities, materials, and equipment); and (5) implementation and enforcement (deficiencies and quality improvement plans, noncompliance). Part 1304 (along with Part 1308, which focuses on children with disabilities) is presented in a two-column format. The left-hand column presents the standards. The right-hand column contains four parts: (1) an introduction summarizing the philosophy behind the section and the contents of the standards; (2) a rationale statement explaining why the standard is important; (3) related information providing cross-references to other standards and guidance materials critical to implementing the standard represented in the left-hand column; and (4) guidance material that provides examples or illustrations of how the standards could be implemented. Includes selected references used in preparation of guidance materials. (EV)

ED 426 808 PS 027 310

Eisenberg, Eileen, Ed.
The Director's Link, 1998-1999.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); *Administrators; *Day Care; *Early Childhood Education; Language Acquisition; Newsletters; Play; Professional Development; Program Administration; Staff Development; Work Attitudes
IDENTIFIERS- Illinois

This document consists of four quarterly issues of a newsletter for Illinois early childhood directors, providing information on current issues in early childhood education. Regular features in each issue include "The Director's Toolbox," delineating practical suggestions for directors related to program policies and staff issues; "Linking to Technology," on web sites of interest to program administrators and graduate level courses delivered online; "The Accreditation Corner," detailing procedures for self-evaluation related to accreditation; "Family Friendly Practices," describing early childhood programs especially involved in meeting families' needs; and "Director's Profile," highlighting the accomplishments of early childhood education or care program directors in Illinois. The Spring 1998 issue focuses on financing child care and early education programs. The Summer 1998 issue highlights how early childhood programs can help parents understand the importance of play for their young children and describes the Illinois Director Credential Project. The Fall 1998 issue discusses the job socialization of directors. The Winter 1998 issue focuses on providing staff development to better support the language development of infants and toddlers and provides information on further staff development opportunities. (KB)

ED 426 809 PS 027 316

Houtman, Sally

all work with learner choice and design; the teacher as collaborator or facilitator; academic integrity of the work; work characterized by active learning; emphasis on peer teaching, small group work, and teamwork; connections between classroom work and the real world; audience beyond the teacher for student work; basing new activities on past learning experiences; encouragement of imagination and creativity in the completion of learning activities; student reflection on the work; and rigorous, ongoing evaluation. Over 50 years ago, Dewey expressed the belief that "all genuine education comes through experience." The 11 core practices are compared to Dewey's ideas about four aspects of education: the relationships among teachers, learners, the curriculum, and the community; the ways learning occurs; preparing students for full lives as citizens and individuals; and reflection and evaluation. Contains 11 references. (SV)

ED 426 827   RC 021 766

Champagne, Duane; Goldberg-Ambrose, Carole; Machamer, Amber; Phillips, Bethany; Evans, Tessa
Service Delivery for Native American Children in Los Angeles County, 1996.
PUB DATE- 96
NOTE- 47p.; Supported by the Drew Foundation for Children, the Interethnic Children's Council, and the Southern California Indian Center, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Education; *Child Welfare; *Community Health Services; Delivery Systems; *Educational Needs; Elementary Secondary Education; Holistic Approach; *Human Services; Institutional Cooperation; Poverty; *Program Attitudes; Quality of Life; Racial Discrimination; Social Bias; Substance Abuse; *Urban American Indians
IDENTIFIERS- *California (Los Angeles County); Native Americans

A study explored the human services delivery system for American Indian children in Los Angeles County (California). Telephone interviews were conducted with 29 Indian organizations, 19 members of the American Indian community, and 14 government agencies that provide services for children. Topics discussed included Indian child welfare, education, substance abuse, child health care, child care centers, stereotypes and discrimination, and adult issues that directly affect children, such as legal services, employment issues, and elderly needs. The study concluded that the current arrangement of county and Indian organizations does not adequately serve the needs of the Los Angeles Indian community. Child care, education, and health care are especially critical needs among Indian children in the county. Educational issues that were mentioned frequently included lack of funding and staff for tutoring and student support services, culturally insensitive teachers and curriculum materials, low parent participation, and need for cultural education. Indians prefer receiving services at Indian organizations because of a lack of cultural sensitivity and understanding exhibited by nonIndian organizations. But Indian organizations are few, understaffed, overworked, and underfunded, and they must compete for funds with other Indian organizations and county agencies within an environment of declining federal, state, and county services. Twelve solutions are suggested, which can be implemented through a centralized, multiservice, culturally based delivery system, either through

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Energy Conservation; *Environmental Education; Hands on Science; Interdisciplinary Approach; Language Arts; *Natural Resources; *Outdoor Education; Science Activities; Social Studies; *Student Research; Teaching Guides

The environmental education curriculum called Environment ACTION is designed to empower students with the knowledge and skills necessary to make meaningful environmental changes. This module provides step-by-step instructions on how to explore the sources, production, uses, and environmental effects of energy in their schools and home. There are 14 separate lessons in this teacher-friendly resource guide, with each lesson designed to take one class period. Four types of activities are included: (1) Explore the Issues; (2) Analyze; (3) Consider Options; and (4) Take Action. Each activity contains ideas for home investigations and analysis, projects for the school and community, and student journals. A listing of student materials and suggestions for cross-curricular activities and extensions in history/social studies, language arts, math, and science are also included. Assessment materials such as content quiz, student survey, student self-evaluation form, and action group evaluation form for the teacher are also included. (SJR)

ED 426 846 SE 060 697

Ediger, Marlow
Writing and the Pupil in the Science Curriculum.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; Educational Strategies; Elementary Secondary Education; *Interdisciplinary Approach; Journal Writing; Learning Theories; *Science Activities; *Science Curriculum; Science Education; *Writing Across the Curriculum

This paper attempts to make the case for incorporating writing into the science curriculum. Suggestions are offered on how to organize writing activities in the classroom, assess a student's writing skills, use writing experience charts in science, outline content in science, write results from science experiments, write book reports, perform journal writing in science, write diary entries, write log entries, and use word processors. It is recommended that the science teacher provide a variety of writing activities for students in order to meet individual differences and contends that writing is basic in the curriculum. (DDR)

ED 426 847 SE 060 701

Guo, Chorng-Jee, Ed.
Proceedings of the National Science Council, Republic of China. Part D: Mathematics, Science, and Technology Education, 1997.
PUB DATE- 97
NOTE- 200p.; Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries;

NAEP 1992 Mathematics State Report for California. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *California; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In California, 2,412 fourth-grade students in 108 public schools and 2,537 eighth-grade students in 104 public schools were assessed. This report describes the mathematics performance of California fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in California on the NAEP mathematics scale was 207 compared to 217 nationwide; for California eighth-grade

advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Kentucky on the NAEP mathematics scale was 214 compared to 217 nationwide; for Kentucky eighth-grade students the average proficiency was 261 compared to 266 nationwide. (ASK)

ED 426 879   SE 062 173

NAEP 1992 Mathematics State Report for Louisiana. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Louisiana; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Louisiana, 2,792 fourth-grade students in 109 public schools and 2,582 eighth-grade students in 101 public schools were assessed. This report describes the mathematics performance of Louisiana fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in New Mexico on the NAEP mathematics scale was 212 compared to 217 nationwide; for New Mexico eighth-grade students the average proficiency was 259 compared to 266 nationwide. (ASK)

ED 426 891   SE 062 185

NAEP 1992 Mathematics State Report for New York. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *New York; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Virginia on the NAEP mathematics scale was 220 compared to 217 nationwide; for Virginia eighth-grade students the average proficiency was 267 compared to 266 nationwide. (ASK)

ED 426 903 SE 062 197

NAEP 1992 Mathematics State Report for West Virginia. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP); *West Virginia

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In West Virginia, 2,786 fourth-grade students in 141 public schools and 2,690 eighth-grade students in 104 public schools were assessed. This report describes the mathematics performance of West Virginia fourth- and eighth-grade students

ED 426 919 SO 029 462

Junemann, Margit; Weitmann, Fritz
Drawing and Painting in Rudolf Steiner Schools.
PUB DATE- 94
NOTE- 249p.; No longer in print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Art Education; Art Materials; Color Planning; Creative Activities; Elementary Secondary Education; Foreign Countries; Freehand Drawing; Painting (Visual Arts); *Studio Art
IDENTIFIERS- Germany; Steiner (Rudolf); Waldorf Schools

This book gives an overview of the Waldorf School teaching plan and art curriculum. The book thoroughly investigates many aspects of art that Rudolf Steiner spoke of in lectures, notes, and demonstrations. Particular emphasis is placed upon his work on color. Specific lessons are given for the elementary classes, and discussions of principles and various suggestions are given for the secondary classes. The curriculum leads the child through the intricacies of his or her physical and spiritual development, integrated through artistic and intellectual activities. In the lower classes students develop observational skills through imaging and imagining of fairy tales, myths, and legends. Artistic handling of nature, soul moods, and portraits are taught in the upper classes. This book is divided into three parts: (1) "The Basic Principles of Painting from the First to the Eighth Class" (Margrit Junemann); (2) "Lessons in Making Things that are both Practical and Artistic in Classes Nine to Twelve" (Fritz Weitmann); and (3) "Rudolf Steiner's Recommendations Regarding a New Kind of Art Education" (Fritz Weitmann). Full page color photograph examples from each lesson are provided. (LB)

ED 426 920 SO 029 473

Hahn, Carole L.
Becoming Political: Comparative Perspectives on Citizenship Education. SUNY Series: Theory, Research, and Practice in Social Education.
PUB DATE- 98
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Comparative Education; *Cross Cultural Studies; Cultural Differences; Cultural Interrelationships; Cultural Pluralism; Cultural Traits; Elementary Secondary Education; *Foreign Countries; Global Education; Multicultural Education; Social Studies
IDENTIFIERS- Denmark; Germany; Netherlands; United Kingdom

This study examines diversity in citizenship education within a set of boundaries where the ideals of citizenship, democracy, and education were somewhat similar. The five nations expected to be quite similar were the United States, the United Kingdom, the Federal Republic of Germany, the Netherlands, and Denmark. Even among these western democracies with many shared experiences and values relevant to this study, there are considerable differences in the ways that they prepare their young people to participate as citizens. The study bridges the fields of social studies education, political socialization of learning, comparative education, and draws on feminist studies. The study describes alternative forms of education for

ED 426 940 SO 029 862

Shapiro, David; Tambashe, B. Oleko
Ethnicity, Education, and Fertility Transition in Kinshasa, Congo. Working Paper 2-97-1. Revised.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Andrew W. Mellon Foundation, New York, NY.; Rockefeller Foundation, New York, NY.; Hewlett Foundation, Inc., Garden City, NY.
PUB DATE- 98
NOTE- 28p.; Paper presented at the International Union for the Scientific Study of Population Seminar on Reproductive Change in Sub-Saharan Africa (Nairobi, Kenya, November 2-4, 1998). For related document, see SO 029 863.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Birth Rate; Cultural Context; *Educational Attainment; Elementary Secondary Education; *Ethnicity; *Females; Foreign Countries; Population Trends; Surveys; Womens Education
IDENTIFIERS- *Congo (Kinshasa); Ethnic Differences; *Fertility

Substantial ethnic differences in fertility were documented in the Congo in the mid-1950s. These differences, apparent as well among women residing in Kinshasa, the capital, were linked to variations across ethnic groups in the incidence of venereal diseases and sterility. By the mid-1970s ethnic differences in fertility had diminished but were still present. Using a 1990 survey of more than 2,400 reproductive-age women, a study revisited fertility differentials among 6 broad ethnic groups that are well represented in the city. Significant differences by ethnic group remain, but these differences appear to be small compared to those that prevailed in the 1950s. At the same time, substantial fertility differentials by educational attainment have emerged, particularly at the middle and higher secondary and university levels. While ethnicity remains as a significant influence on fertility behavior, educational attainment has become a key factor associated with larger fertility differences in Kinshasa. During the past 40 years, increased access of women to schooling especially secondary education has been associated with a decline in fertility in Kinshasa. Distinctly lower fertility of relatively well-educated women is a phenomenon increasingly evident in a number of African countries. Appended is information on ethnic groups in Kinshasa, accompanied by a map of cultural regions of the Congo and 2 tables of data. Contains 5 tables of data, 15 notes, and 22 references. (Author/BT)

ED 426 941 SO 029 863

Shapiro, David
Women's Education, Employment, and Fertility in Kinshasa, Congo, 1955-1990: A Descriptive Overview. Working Paper 10-97-1.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Andrew W. Mellon Foundation, New York, NY.; Rockefeller Foundation, New York, NY.; Hewlett Foundation, Inc., Garden City, NY.
PUB DATE- 97
NOTE- 88p.; For related document, see SO 029 862.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; *Educational Attainment; Elementary Secondary Education; *Employment Patterns; *Females; Foreign

chapter begins with background, examples of questions geographers ask, and explanations of the early developmental skills that are involved. A 16-item reference list and glossary conclude the book, along with maps, a resource list with suggestions of where to get free maps, and a list of easy reading or picture books related to geography. (LB)

ED 426 960 SP 037 735

Schmuck, Richard A.
Practical Action Research for Change.
PUB DATE- 97
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; Administrators; Cooperation; Data Collection; Educational Change; *Educational Research; Educational Researchers; Elementary Secondary Education; Group Dynamics; Public Schools; *Reflective Teaching; Research Methodology; Social Sciences; *Teacher Researchers; Teachers
IDENTIFIERS- Reflective Thinking

This book presents information on action research for teachers and administrators. Chapter 1, Reflective Professional Practice, discusses reflective professionals, urges active use of solitary dialogue and personal journals to enhance reflectiveness, delineates concerns of maturing educators, and summarizes meditative steps of reflective practice used by maturing educators. Chapter 2, Conceptual Bases of Action Research, describes how action research differs from traditional research, presenting a conceptual basis of action research, comparing two types of social scientists, and describing a high school English teacher's use of action research. Chapter 3, Defining Action Research, presents a working definition of action research, emphasizes the importance of group work, compares proactive and responsive action research, and explains how reflective practice, action research, and problem solving are interrelated. Chapter 4, Phases of Action Research in the Classroom, introduces three phases of action research (initiation, detection, and judgement) and describes data collection via questionnaires, interviews, observations, and documents. Chapter 5, Proactive Action Research, and chapter 6, Responsive Action Research, explain how to conduct proactive and responsive action research. Chapter 7, Processes of Cooperative Action Research, introduces the group processes of cooperative action research. Chapter 8, Types of Cooperative Action Research, describes diverse types of cooperative action research in school districts. Chapter 9, Prominent Researchers, examines the contributions of 13 researchers in the history of action research. An afterword explains how school-based action research has become the teacher research movement. (Contains 56 references.) (SM)

ED 426 961 SP 038 142

Palumbo, Anthony
Notes from the Trenches.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English

vegetables and fruits. The lessons use core subjects to promote consumption of fresh, frozen, and canned vegetables and fruits; vegetable and fruit juices; and dried fruits. The lessons also investigate the Food Guide Pyramid. Each lesson plan has a section entitled Extensions. The Extensions are springboards to enhance the lessons. There are units for grades K-1, 2-3, and 4-6. The K-1 unit focuses on learning about eating five fruits and vegetables each day. It also discusses germs, how vegetables and fruits grow, and fiber. An appendix offers vegetable and fruit sorting cards, a resource list, and an index for K-6 curriculum. The grade 2-3 unit teaches more about the food pyramid, with lessons that focus on building pyramids, moving from farm to food, milk, fats, oils, and sweets. An appendix presents Food Guide Pyramid sorting cards, food group lists, a resource list for K-6 curriculum, and an index for K-6 curriculum. The grade 4-6 unit focuses on food and energy, offering lessons about calories, sugar, energy, fat, and making smart energy choices. An appendix presents food group lists, a resource list for K-6 curriculum, and an index for K-6 curriculum. (SM)

ED 426 980 SP 038 278

The Power of Teaching. Characteristics of Effective Classroom Instruction on Health and Safety Issues. Bulletin No. 99061.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Health Promotion; Prevention; *Safety Education; *Student Behavior
IDENTIFIERS- *Risk Taking Behavior; Wisconsin

This publication describes common characteristics that underlie effective curriculum and instruction strategies to prevent youth risk behavior and promote health and safety. In 1998, more than 50 teachers, staff developers, and prevention specialists from across Wisconsin came together to discuss what research and experience say about the content that should be included in effective school-based prevention curricula and how it should be delivered. This document identifies characteristics related to curriculum content and to instruction or delivery. Section 1 of the publication discusses Prevention: The Big Picture. Section 2, Purposes and Uses, describes the purpose of the publication. Section 3 focuses on Prevention: School-Based Curriculum and Instruction. Section 4, Prevention Curriculum Content Characteristics, offers: accurate, current information on health promotion and risk behaviors is essential; normative education is essential in shaping beliefs, attitudes, and behaviors; a strong focus on life skills development is essential; and key concepts that cut across many health and safety issues should be emphasized. Section 5, Curriculum Delivery Characteristics, includes: multiple instructional strategies are essential; it is better to take more time to teach fewer concepts; knowledge is the interaction between a student's prior knowledge and new information; a sense of safety and community in the classroom is basic to student learning; and clear, consistent messages are essential. (Contains 28 references.) (SM)

ED 426 981 SP 038 279

Mack, Paul J.
A Spiral Plan for Delivery and Evaluation of Continuous

LANGUAGE- English
EDRS Price- MF04/PC28 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; Athletics; *College Athletics; College Graduates; College Students; *Graduation; Higher Education; Student Financial Aid; Tables (Data)
IDENTIFIERS- *Graduation Rates; National Collegiate Athletic Association

Legislation mandating public disclosure of graduation rates was adopted by the National Collegiate Athletic Association in 1990. This publication is a collection of the information submitted by each Division II and III institution through the completion of graduation-rates surveys. Each individual report provides information about two groups of students at the college or university: (1) all undergraduate students who were enrolled full-time in a program of studies for a degree; and (2) student athletes who received athletics aid in one of eight sports categories from the college or university upon initial enrollment. For each of the sports categories, there is information on students' racial or ethnic groups. Each report gives graduation information about students and student athletes entering as full-time students for the first time in the fall of 1991. A graduation rate is based on a comparison of the number of students who entered a college or university as first-time full-time students in a given year and the number of those who graduated within 6 years. The section at the top of each graduation-rates report provides freshman-cohort graduation rates for all students and for student athletes who received athletics aid at the college or university. (SM)

ED 427 000 SP 038 300

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Sports Series. Profiles of People of Interest to Young Readers. Volume 3, 1999.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; *Athletes; Athletics; Children; Elementary Secondary Education

This third volume is part of a series of biographies that profile individuals of interest to young people over the age of 9 years. The entries in this volume include Joe Dumars, basketball; Jim Harbaugh, football; Dominik Hasek, hockey; Michelle Kwan, figure skating; Rebecca Lobo, basketball; Greg Maddux, baseball; Fatuma Roba, marathon running; Jackie Robinson, baseball; John Stockton, basketball; Picabo Street, skiing; Pat Summitt, basketball; and Amy Van Dyken, swimming. Each biography contains at least one picture of the individual profiled, and bold-faced rubrics lead to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Each entry ends with a list of easily accessible sources for further reading and a current address. Obituary entries are also included. There are several indexes to provide easy access to entries, including a name index; a general index (occupations, organizations, and ethnic and minority origins); a place of birth index; and a birthday index. The indexes cumulate with each succeeding volume or issue. (SM)

PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Course Evaluation; Effect Size; *Graduate Students; Graduate Study; Higher Education; *Humor; *Personality Traits; Research Methodology; *Student Evaluation of Teacher Performance
IDENTIFIERS- *Authentic Assessment

The first part of this study replicates an earlier study (D. Waechter, I. Newman, and L. Rosenkoetter, 1998) that used a procedure for authentic assessment of students in a master's level research class, a class that is often feared and avoided by students, by means of a study on humor, since that content would be somewhat incompatible with anxiety. Students (n=88) completed a questionnaire on personal interpretation of humor, demographic information, and the Temperament Profile Survey. Students also completed a course evaluation indicating subjectively evaluated growth in understanding and critiquing research. Part two of the study used the general linear model to examine the relationships among view of humor, temperament, and course evaluation. Results indicate that there appear to be relationships between how one evaluates a course subjectively and how one evaluates the appropriate use of humor and an individual's temperament. Evaluations are also complicated by the interactions of age and temperament. Effect sizes were small but consistent. These findings increased investigators' awareness of the complexity of looking at students' evaluations of courses. (Contains 20 references.) (SLD)

ED 427 020 TM 029 360

Newman, Isadore; Fraas, John W.
The Responsibility of Educational Researchers To Make Appropriate Decisions about the Error Rate Unit on Which Type I Error Adjustments Are Based: A Thoughtful Process Not a Mechanical One.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Educational Research; *Error of Measurement; Program Evaluation; *Researchers; *Responsibility
IDENTIFIERS- *Type I Errors

Educational researchers often use multiple statistical tests in their research studies and program evaluations. When multiple statistical tests are conducted, the chance that Type I errors may be committed increases. Thus, the researchers are faced with the task of adjusting the alpha levels for their individual statistical tests in order to keep the overall alpha value at a reasonable level. A three-step procedure is presented that can be used to adjust the alpha levels of the individual statistical tests. This procedure requires researchers to: (1) identify the appropriate conceptual unit for the error rate (pairwise, experimentwise, and familywise);

Effectiveness; *Curriculum Development; *Elementary School Students; Intermediate Grades; Interviews; *Laboratory Schools; Program Evaluation; Public Schools
IDENTIFIERS- *Chesapeake Public Schools VA; *Pullout Programs

The Laboratory School for the Academically Gifted of the Chesapeake Public School Division (Virginia) is a pull-out program for students in grades 5 and 6. Identified students in these grades attend the Lab School one day each week to receive instruction in mathematics, applied science, writing, computer education/applications, and humanities. In 1996-97, 6 teachers in teams of 2 instructed approximately 407 students in the Lab School. Interviews with the Lab School teachers, its administrator and 51 students, and surveys completed by 91% of the principals from the students' home schools, home school teachers (65% of the 50% sampled), and parents (55% of the 50% sampled) provided evaluation information. The Lab School curriculum was reviewed by a consultant from the Center for Gifted Education at The College of William and Mary (Virginia). The educational literature and the findings of the evaluation support the view that the Lab School pull-out program is an appropriate approach to serving gifted children as long as the instructional program is of high quality. The Lab School was considered cost-effective, and was rated highly by the outside consultant for the individual curriculum units. A lack of coordination with the core curriculum was noted, but the responses of all groups indicated that Lab School students were not placed at a disadvantage in the home school because of the day missed each week. Recommendations are made for the continuation of the Lab School as a pull-out program with some curricular improvements and enhanced staff development for Lab School and home school teachers. Eight appendixes contain background information and documents for the evaluation. (Contains nine charts.) (SLD)

ED 427 040 TM 029 417

Employment Plus Program Evaluation.
PUB DATE- 98
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dropout Prevention; *Employment Experience; *Equivalency Tests; *High Risk Students; High School Students; High Schools; *Nontraditional Education; Program Evaluation; Public Schools; *Vocational Education
IDENTIFIERS- *Chesapeake Public Schools VA; General Educational Development Tests

Employment Plus is an intervention program offered by the Chesapeake Public School Division (Virginia) that targets high school students who are at risk of educational failure. The program is provided by the Department of Vocational Education and is offered in all high schools. Employment Plus offers an alternative to the traditional high school diploma for students who are 17 years of age and older and who are 2 or more years behind their peers. Students in Employment Plus receive preparation for the Tests of General Educational Development (GED), and they must sign an agreement to seek and maintain employment while in the process. Each high school usually serves an average of 15 students for the Employment Plus program for the school year. The enrollment for the 1997-98 school year in the 6 programs was 85 students. The evaluation for the 1997-98 school year examined the selection of students, the success rate of the program, costs, and overall

Students' Conceptual Understanding: Qualitative Evidence in Concept Maps.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998). Handwritten appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; Concept Formation; *Concept Mapping; *Junior High School Students; Junior High Schools; Knowledge Level; *Knowledge Representation; Qualitative Research

When students use concept maps to construct and represent their understandings, these concept maps can be analyzed for representation of understanding from both quantitative and qualitative perspectives. In this study, a qualitative approach was utilized to extend the interpretations from the quantitative analysis of students' conceptual understanding represented in their concept maps. A set of 22 seventh-grade maps was examined. Elements qualitatively examined included such components as reorganization in premaps and postmaps, changes in vocabulary usage, the nature of new knowledge representations, and the presence of misperceptions. Statistically significant differences may be noted in pooled preinstruction and postinstruction concept maps, but not in a class set of pre- and postinstruction maps. When a class set is analyzed qualitatively, changes in knowledge representations can be identified. Students were also asked to summarize in a written paragraph the understanding that their maps represented. The qualitative look at the maps can provide data to inform instruction in the content areas. Appendixes contain sample maps with a discussion of student support of maps and a set of student responses about the maps. (Contains 2 tables and 11 references.) (Author/SLD)

ED 427 061 TM 029 442

Obringer, S. John
An Improved Model for Evaluating Minority and Non-Minority Students with Learning Disabilities.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disability Identification; Elementary Secondary Education; Intelligence; *Intelligence Quotient; *Learning Disabilities; *Minority Groups; Models; Special Education; *Student Evaluation; Student Placement
IDENTIFIERS- Mississippi

Due to the significant over-representation of minority students identified as learning disabled, this study investigated the effects of modifying the discrepancy formula between intelligence and achievement commonly used to identify and place school age students in learning disabled programs. Three modifications were applied to the discrepancy formula using a sample of 124 students currently being served in learning disabled classes in a school district in Mississippi. The modifications to the discrepancy formula consisted of the

Assessment. CSE Technical Report 488.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Holistic Approach; Intermediate Grades; Junior High Schools; Middle Schools; *Performance Based Assessment; *Science Tests; *Scoring; Training; *Validity
IDENTIFIERS- Scoring Rubrics

The degree to which modifications to the format of the scoring rubric and the associated training procedures affect the technical quality of the resulting scores was studied, and the perceived utility of each scoring method for influencing a teacher's instructional decisions positively was investigated. Two different methods were used to score responses to six middle-school science performance tasks completed by 100 to 200 students. Although both types of scoring could be characterized as focused holistic, the format and training associated with how the scoring criteria are presented and used by rates were modified to create two different methods: focused holistic (F-H) and analytic impression (A-I). Evidence form the study suggests that the F-H and A-I methods are not equally preferable for making decisions about individual students or groups of students. However, the rates were overwhelmingly in favor of the A-I method for obtaining useful information to improve instruction. Appendixes contain the scoring rubrics for problem-solving and explanation performance tasks. (Contains 10 tables, 5 figures, and 5 references.) (Author/SLD)

ED 427 081 TM 029 463

Muthen, Bengt; Khoo, Siek-Toon; Francis, David
Multi-Stage Analysis of Sequential Developmental Processes To Study Reading Progress: New Methodological Developments Using General Growth Mixture Modeling. CSE Technical Report 489.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Development; *Elementary School Students; Primary Education; *Reading Skills; *Research Methodology; Word Recognition
IDENTIFIERS- Phonemic Awareness

Methods for investigating the influence of an early developmental process on a later process are discussed. Conventional growth modeling is found inadequate but a general growth mixture model is sufficiently flexible. The growth mixture model allows prediction of the later process using different trajectory classes for the early process. The growth mixture model is applied to the study of progress in reading skills among first-grade students that collected data from about 1,000 children. How the development of phonemic awareness during kindergarten influences the development of word recognition in first grade was the specific focus of the analysis. The approach is found to be a useful tool for studying the relationship between two processes. Instead of predicting growth in the later process by the growth factors of the earlier process, a latent class variable with classes corresponding to the prespecified growth demographics of the state population by the year 2006. The report describes innovative recruitment and retention activities including development of an alliance with other institutions to determine successful recruitment strategies; development of OSU's positive image as an institution responsive to the contributions of minority graduate students, faculty, and staff; implementation of recruitment strategies that will increase minority enrollment in OSU graduate programs; and facilitation of the matriculation process to provide support to minority students early in the recruitment process. Measures of GPED program success include an increase of 73 percent (from 48 to 83) in the number of minority students receiving graduate degrees from 1994 to 1996-97 and an overall increase of 16 percent (from 732 to 849) in minority graduate enrollment over that same period. Also provided are budget information, a summary of internal evaluation efforts, and a summary of data on minority populations served. Graphs showing enrollment trends are appended. (DB)

ED 426 651 HE 031 800

Undergraduate Scholarships at Ontario Universities, 1996-97.
PUB DATE- 98
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Admission; Foreign Countries; Grants; Higher Education; *Merit Scholarships; Scholarships; Statistical Data; *Student Financial Aid; Tables (Data); Trend Analysis; *Undergraduate Study
IDENTIFIERS- *Ontario

This report presents statistical data on admission and in-course merit scholarships awarded to full-time undergraduate students at Ontario universities. Highlights include: (1) 16 percent of the first-year entering class received admission scholarships and 9 percent of the upper-year class received in-course scholarships; (2) females received more scholarships than males; (3) 91 percent of the total admission scholarships were awarded to Ontario residents; and (4) the average value for admission scholarships was $1,189; for in-course scholarships it was $930. An introductory section includes revised definitions, information on the 1996-97 survey on which the report is based, and an analysis of historical data. Section 1 provides summary statistics for 1996-97, including charts and tables comparing number and gender and enrollment for both admission and in-course scholarships. Section 2 presents 14 tables and two charts detailing such information as scholarships by gender, type and award range; number and value of scholarships by institution; total "Ontario" admission and in-course scholarships; renewable and nonrenewable "Ontario" admission scholarship; and total in-course scholarships. Section 3 provides historical data (1994-95 to 1996-97) for number of and value of admission scholarships and in-course scholarships. Appendices include definitions, guidelines, questions and answers, and directions for completing the survey form. (DB)

ED 426 652 HE 031 801

Wesson, Linda H.; Hauschildt, Patricia M.
Examining the Lived Paradoxes of Women in Leadership in an Academic Culture.

IDENTIFIERS- *California

This report identifies planned activities to be undertaken through the year 2004 to develop postsecondary education in California. Following an executive summary, section 1 of the report identifies recent changes in the environmental context of California postsecondary education in the following areas: elementary and secondary schools, California community colleges, the California State University, the University of California, independent colleges and universities, other postsecondary education, the California Postsecondary Education Commission, and political and budgetary issues. Section 2 summarizes major Commission activities that are conducted annually or periodically, including data collection, reporting, and information dissemination; legislative mandates and directives; governmental and external relations; program administration; and public communication. Section 3 describes six planned comprehensive studies identified as critical to effective planning and decision making. These include: (1) estimating how many additional students will need to be accommodated in the next decade; (2) estimating the state's capacity to accommodate more student enrollment; (3) monitoring and facilitating the educational progression of students; (4) promoting institutional effectiveness and efficiency; (5) financing the higher education enterprise; and (6) assessing the impact of financial aid policies. (DB)

ED 426 672 HE 031 830

Data Book. Maryland Higher Education Commission.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Career Education; *College Faculty; *College Students; Community Colleges; *Degrees (Academic); Expenditures; Full Time Faculty; Graduate Study; Graduation; *Higher Education; Income; Part Time Faculty; Private Schools; Public Colleges; Racial Factors; Sex Differences; State Universities; Statistical Data; Student Financial Aid; Tables (Data); Tuition; Undergraduate Study
IDENTIFIERS- *Maryland

This document presents 33 data tables summarizing the current status and recent trends in postsecondary education in Maryland. A table comparing overall Maryland statistics with national statistics is presented first. This is followed by data tables grouped into the following categories: (1) students, (2) retention and graduation, (3) degrees, (4) faculty, (5) revenues and expenditures, (6) tuition and fees, (7) financial aid, and (8) private career schools. Data tables provide information on such areas as: core and non-core curriculum students needing remediation in college; undergraduate enrollment, fall 1997; graduate and professional enrollment, fall 1997; enrollment by race and gender, fall 1997; retention and graduation by race; community college graduation and transfer rates; degrees by institution, by major program, and by race and gender; full- and part-time faculty, fall 1997; unrestricted revenues and expenditures of community colleges and public four-year colleges/universities, fiscal year 1998; total capital budget authorizations by campus, fiscal years 1994-99; community college and public four-year tuition and fees, 1994-98; undergraduate and graduate financial aid, 1996-97; and enrollments at private career schools, 1997. (DB) book chapters, and conference presentations. Topics covered in the research and publications include ethics, human resources development, adult education, knowledge utilization, organizational change, physiotherapy education, problem-based learning, group processes, hearing impairments, adolescent identity development, reading problems, classroom management, and effects of psychotherapy. A brief history of the university and a contributor index are also included. (DLS)

ED 426 691 IR 019 409

Branch, Robert Maribe, Ed.; Fitzgerald, Mary Ann, Ed.
Educational Media and Technology Yearbook, 1999. Volume 24.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 293p.; For individual papers, see IR 539 310-322. For the 1998 yearbook, see IR 018 687.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bibliographies; Computer Uses in Education; Distance Education; Doctoral Programs; *Educational Development; *Educational Media; *Educational Technology; Educational Trends; Elementary Secondary Education; Foreign Countries; Graduate Study; Higher Education; Instructional Design; Leadership; Library Education; Masters Programs; *Professional Associations; Professional Development; Resource Materials; Schools of Education; Student Motivation; Telecommunications; World Wide Web; Yearbooks
IDENTIFIERS- Canada; Gilbert (Thomas); Technology Integration; United States

The purpose of this yearbook is to highlight multiple perspectives about educational technology and media development and to provide information about the purposes, activities, programs of study, and accomplishments of organizations and associations dedicated to the advancement of educational communications and technology. The 1999 edition is divided into seven sections. Part 1 focuses on trends and issues and includes articles on integrating technology into the K-12 educational setting, trends in distance learning, Virginia Tech's instructional development initiative, and balancing gender, technology, and instructional design. Part 2 covers the development and state of the profession. Current developments are addressed in part 3, including articles on World Wide Web-based resources for K-12 instructional planning, a taxonomy of bandwidth, frequently asked questions about educational technology, educational MOO (Multi-user domain, Object-Oriented), concept mapping, instructional development models, and motivation in instructional design. Part 4 presents a leadership profile of Thomas F. Gilbert. Information on professional organizations and associations in the United States and Canada is provided in part 5, and part 6 describes U.S. graduate programs in instructional technology, educational media and communications, school library media, and closely allied programs. Part 7 is a mediagraphy of more than 500 print and nonprint resources published in 1997 or 1998. (AEF)

ED 426 692 IR 019 417

CNN Newsroom Classroom Guides. December 1-18, 1998.
PUB DATE- 98
NOTE- 80p.; No guides for December 21-31.

Form. (AEF)

ED 426 709 IR 057 276

Haven, Kendall
Close Encounters with Deadly Dangers: Riveting Reads and Classroom Ideas.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Animals; Class Activities; *Ecology; Elementary Secondary Education; Instructional Materials; Learning Activities; *Reading Materials; Science Activities; Science Education; Science Projects

This book presents 15 tales that bring the animal world into the classroom. The stories in this book are divided into two sections: stories from aquatic ecosystems (both fresh- and saltwater systems), and from terrestrial systems, including desert, meadow, woodland, mountain, Arctic tundra, savanna, pine forest, and jungle ecosystems. All predator and prey behavior, traits, biology, and relationships presented in these stories are typical of other documents traits of the species involved and are based on extensive documented field and laboratory studies; the characters in these stories were created to be representative of the normal behavior of their species and typical of their environment. Three brief sections follow each story: "Thinking about this Ecosystem," "Thinking about this Predator," and "Additional Reading." The questions, answers, and suggested activities and research in these sections are designed to help teachers and students explore the concepts and information presented in the story. These sections are also used to include significant and interesting predator information that is not included in the body of the story. Children's and adult listings are included in the bibliography for both species-specific references for the main predator of the story and the ecosystem as a whole. (Contains an index.) (AEF)

ED 426 710 IR 057 277

Ackerman, Ernest
Learning To Use the World Wide Web. Academic Edition.
PUB DATE- 97
NOTE- 390p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Computer Mediated Communication; Electronic Mail; Information Retrieval; Information Services; Information Sources; *Online Searching; Public Policy; *World Wide Web
IDENTIFIERS- Browsing; Electronic Resources; HTML; *Netscape; *Search Engines; Web Pages

This book emphasizes how to use Netscape Navigator to access the World Wide Web and associated resources and services in a step-by-step, organized manner. Chapters include -- Chapter 1: Introduction to the World Wide Web and the Internet; Chapter 2:

business partnerships and community outreach at the following community colleges: Monroe (NY), Allan Hancock (CA), Colorado Mountain, Skagit Valley (WA) and Ivy Tech State (IA). The third issue covers grants, collaboration and community outreach at Long Beach City College (CA), Forsyth Technical Community College (NC), Santa Monica College (CA), Baltimore City Community College (MD), Cambrian College (Canada), Schoolcraft College (MI), Cossatot Technical College (AR), Anson College (NC) and Westmoreland College (PA). Finally, issue 4 discusses grants, business partnerships, technology, collaboration, and community outreach at the following community colleges: Salt Lake (UT), Garden City (KS), Burlington (NJ) Kirkwood (IA), Redlands (OK), Washtenaw (MI), DuPage (IL), Mountain View (TX) and Metropolitan (KS). (AS)

ED 426 730 JC 990 058

Roueche, Suanne D., Ed.
Innovation Abstracts, Volume XX, 1998.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Richardson (Sid W.) Foundation, Fort Worth, TX.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Distance Education; Educational Environment; Educational Technology; Leadership; Learning Strategies; Personnel Selection; Program Development; *Teacher Education; Two Year Colleges; Workshops; *Writing Skills

The 52 abstracts in these 29 serial issues describe innovative approaches to teaching and learning in the community college. Sample topics include reading motivation, barriers to academic success, the learning environment, writing skills, leadership in the criminal justice profession, role-playing strategies, cooperative education, distance education through compressed video, team teaching, study abroad programs, community development, programs for at-risk students, a checklist for hiring community college faculty, on-line testing, violence on campus, improving student performance, teaching logical fallacies, teacher education, workshop development, acquiring Internet skills, nursing, quilting as a learning supplement, basic grammar instruction, ESL instruction, self-assessment in public speaking, comics in the classroom, student-created course reviews, alternatives to traditional testing, collaborative journalism, and interdisciplinary technology. (AS)

ED 426 731 JC 990 059

Academic Year Report, 1997-98.
PUB DATE- 98
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Distance Education; *Educational Finance; *Enrollment Trends; Full Time Equivalency; *Institutional Characteristics; *Student Characteristics; Technical Education; *Technical Institutes; Tuition; Two Year College Students; Two Year Colleges; Vocational Education

examined the validity of standardized placement test scores in predicting student course outcomes; part three explored the relation of student demographic, dispositional, and situational variables to course outcomes; and part four examined the role of the instructor as a source of variance in explaining or predicting course outcomes. Chapters include a review of historical and sociological foundations of current debates over testing in the community college; a review of the literature; the study's methodology; findings; and conclusions and recommendations. In general, the study revealed that dispositional variables, such as high school grade point average, educational goal, and importance of college attendance to respondent, tended to account for greater variance in course outcomes of retention and final grade than did other biographical data, including placement test scores. Appended are placement test scores, significant variables, and a copy of the questionnaire. (Contains 52 tables and 166 references.) (EMH)

ED 426 751 JC 990 085

Toward a Unified State System.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Community Colleges; *Educational Change; Educational History; *Governance; *Multicampus Colleges; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report summarizes the findings from two years of study on issues involving the governance of the California public community college system. Section 1 reviews the history of California's community colleges and describes challenges they currently face, such as inconsistent compensation and operational costs, changing enrollment demand, and conflicted faculty. Section 2 presents basic information on the characteristics and evolution of the colleges, as well as a summary of major external pressures confronting them. The third section summarizes selected findings from previous studies on community college governance issues. Section 4 lists key characteristics of higher education governing boards, and section 5 offers seven recommendations for achieving a more unified governance. At the end of this study, the Commission concluded that there is no need for a radical restructuring of the college system, that it would be sufficient to redistribute authority and administrative responsibility between the State Board of Governors and local community college boards of trustees. (Contains 28 references.) (EMH)

ED 426 752 JC 990 086

Gratz, Donald B.
The Road Not Taken: The Evolution of a Municipal Junior College.
PUB DATE- 98
NOTE- 221p.; Ph.D. Dissertation, Boston College.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrators; Boards of Education; *Community Colleges; *Educational Change; *Educational History; Elementary Secondary Education; *Governance; Government School

Lipsitt, Lewis P., Ed.
The Brown University Child and Adolescent Behavior Letter, 1998.
PUB DATE- 98
NOTE- 134p.; For 1996 issues, see ED 407 163. For 1997 issues, see ED 418 786.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Development; Adolescents; Adoption; Behavior Problems; Child Abuse; *Child Behavior; Child Development; *Child Health; Child Psychology; *Childhood Needs; Children; Early Intervention; Educational Testing; Emotional Disturbances; Inclusive Schools; Infants; Learning Disabilities; Newsletters; Obesity; Parent Participation; Parenting Skills; Prenatal Drug Exposure; Prevention; Resilience (Personality); Self Esteem; Substance Abuse; Suicide; Violence; *Youth Problems
IDENTIFIERS- *Adolescent Behavior; Sleep Position

These 12 monthly issues from 1998 explore problems encountered by children and adolescents. Regular features include "Keep Your Eye On...," brief accounts of research into childhood and adolescent problems, "What's New in Research," summarizing research from recent publications and professional conferences; "Commentary," editorials from professionals working with children and adolescents; "Announcements," events and conferences of interest; book reviews; and client handouts for use by practitioners. Major topics include: (1) infant sleep position and malformations, and juvenile sex offender programs (January); (2) learning disabilities and inclusion (February); (3) parent involvement, suicide, psychosocial problems and hunger, and cigarette promotional items and smoking (March); (4) the Adoption and Safe Families Act, the shame response, and childhood depression and anxiety (April); (5) school violence, early intervention, and childhood obesity (May); (6) self-esteem and resilience, children of parents with psychological disorders, and bedwetting treatment (June); (7) early stimulation and brain development, and self-mutilation (July); (8) child abuse prevention programs and documentation (August); (9) school testing, campus drinking, and language-based disabilities mistaken for ADHD (September); (10) problems with the time-out method, eating disorders treatment, and childhood abuse as risk factor for adolescent psychiatric disorder (October); (11) social factors and substance abuse prevention, new treatments for children's weight problems, and incidence of adolescent dangerous behavior (November); and (12) adolescent suicide, nurturing children's feelings of gratitude, and prenatal cocaine exposure (December). A year-end index facilitates searching for particular topics. (KB)

ED 426 772 PS 027 228

Porter, Toni
Supporting Welfare Recipients as Child Care Providers. Proceedings from a Conference (New York, New York, June 27-28, 1996).
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Care Occupations; *Child Caregivers; *Day Care; Day Care Centers; Early Childhood Education; Economically Disadvantaged; Employment Opportunities; *Employment Programs;

elementary school, the factorial analysis highlights two factors: a cognitive-practical factor and a social intelligence factor. The findings are interpreted with respect to the institutional constraints demanding that children use their cognitive abilities, which may enable them to solve adaptive tasks prompted by entry in the nursery school and then in elementary school. (SD)

ED 426 790 PS 027 272

Stofflet, Frederick P.
Anchorage School District Full-Day Kindergarten Study: A Follow-up of the Kindergarten Classes of 1987-88, 1988-89, and 1989-90.
PUB DATE- 98
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Full Day Half Day Schedules; *Kindergarten; *Outcomes of Education; Primary Education; Program Effectiveness; Program Evaluation; School Organization; School Schedules
IDENTIFIERS- Anchorage School District AK; *Kindergarten Experience Comparison

This study examined Anchorage School District (Alaska) kindergarten classes from 1987-88, 1988-89, and 1989-90; these years correspond to the last year in which there was no full-day kindergarten program in the district, and the first and second years of the district's full-day program. The study examined matriculation patterns, special education identification, middle school and high school credits and grade point averages, and norm referenced test results for students from those kindergarten classes who moved through the District's schools through the 1997-98 school year. The purpose of the study was to identify long-term effects, if any, of the full-day kindergarten program in Anchorage. The findings indicated that Anchorage students had the opportunity for success regardless of the type of kindergarten program they attended, but that not all students were successful. Factors such as individual student initiative, home life, and educational opportunities after kindergarten influenced students' later educational career and successes more that the type of kindergarten program attended. Based on the findings, it was concluded that the full-day program has been implemented successfully, offers students an immediate pay-off in preparation for first grade, and relates to success in middle school. (Contains 18 references.) (Author/SD)

ED 426 791 PS 027 273

Nathanson, Sara; Stief, Elizabeth; Marzke, Carolyn; O'Brien, Eileen
First Steps toward School Success: Promising Practices in Even Start Family Projects Serving Infants and Toddlers and Their Families.
PUB DATE- 98
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; *Family Literacy; Family Programs; Infants; Intervention; Preschool Education; Program Descriptions; Program Effectiveness; Program Evaluation; *Toddlers

To Grandma's House, We...Stay: When You Have To Stop Spoiling Your Grandchildren and Start Raising Them.
PUB DATE- 99
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Children; Emotional Adjustment; Family Environment; Family Structure; *Grandparents; Parenting Skills
IDENTIFIERS- Grandparent Grandchild Relationship; Grandparent Responsibility; *Grandparents as Parents

Nearly 4 million U.S. children currently live in households headed by grandparents. This book aims to guide grandparents through parenting a second generation of children. The book offers solutions to problems that families face when traditional roles and relationships are redefined. The book's chapters are: (1) "Becoming a Parent--Again"; (2) "Making the Commitment to Raise a Second Family"; (3) "'Where Did I Go Wrong?'"; (4) "Where Have All the Parents Gone?"; (5) "Inheriting a Troubled Child"; (6) "Parenting Two Generations at One Time"; (7) "Things Every Second-Time Parent Should Do"; (8) "Parenting Skills You Didn't Need the First Time"; and (9) "The Grandchild's Perspective." Appendices provide lists on general resources, help with specific problems, hotlines, suggested reading, related publications, newsletters, Web sites, and international resources. (EV)

ED 426 810 PS 027 318

Foster Care: Agencies Face Challenges Securing Stable Homes for Children of Substance Abusers. Report to the Chairman, Committee on Finance, U.S. Senate.
PUB DATE- 98
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adoption; Child Welfare; Federal Legislation; *Foster Care; *Foster Children; Parent Child Relationship; Parent Responsibility; Parents; Substance Abuse
IDENTIFIERS- Family Reunification; *Permanency Planning (Foster Care); Placement (Foster Care)

This study examined the extent and characteristics of parental substance abuse among foster care cases, the difficulties agencies face in making timely permanency decisions for foster children with substance abusing parents, and initiatives that address reunifying families or achieving other permanency outcomes in a timely manner for foster children whose parents are substance abusers. Information sources included a survey of California and Illinois caseworkers for random samples of foster care cases, and case studies of foster care programs in California, Illinois, and Louisiana. The findings indicate that two-thirds of foster children in California and Illinois had at least one parent who abused drugs or alcohol, and most had been doing so for at least 5 years. Substance abusers often abandoned or neglected their children because their primary focus was obtaining and using drugs or alcohol, placed their children at risk when they engaged in criminal activity to support their habit, and had periods of relapse during addiction recovery. Foster care agencies faced difficulties in a central location with satellite offices, or a networking together of existing organizations. An alternative or enhanced education program for Indian children is needed to curb high dropout rates. (Contains 116 footnotes.) (TD)

ED 426 828   RC 021 767

Mills, Kay
"Let Us Put Our Minds Together and See What Kind of Future We Can Build for Our Children" (Sitting Bull, 1876).
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Education; Child Advocacy; Child Health; *Child Welfare; Court Litigation; Dropouts; Elementary Secondary Education; Federal Legislation; *Foster Care; Parent Participation; Social Workers; *Transracial Adoption; *Tribal Sovereignty; *Urban American Indians
IDENTIFIERS- *California (Los Angeles County); Family Preservation Services; *Indian Child Welfare Act 1978; Mascots (Athletics); Tribal Jurisdiction

This article examines foster care and adoption, health, and education of poor Indian children. The paper first explains the Indian Child Welfare Act of 1978, gives a historical overview of injustices done to American Indians, and reviews recent court rulings and federal and state action in regard to the Indian Child Welfare Act. The paper then has a section on health issues concerning Native Americans, including: lack of prenatal care; alcohol abuse; smoking; state money for Indian clinics; and health insurance. The final section discusses education of American Indian children, including: dropout rates; curriculum improvement; and cultural sensitivity training for teachers. (Contains 17 references.) (TD)

ED 426 829   RC 021 768

Accreditation Standards for Camp Programs and Services. Revised 1998 Edition.
PUB DATE- 98
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Administrative Policy; Administrator Guides; *Camping; Facility Guidelines; Institutional Evaluation; Personnel Evaluation; Personnel Management; *Program Administration; Recordkeeping; Safety; *Standards
IDENTIFIERS- *American Camping Association

The American Camping Association (ACA) accreditation program aims to educate camp owners and directors in the administration of key aspects of camp operation, particularly those related to program quality and the health and safety of campers and staff, and to assist the public in selecting camps that meet industry-accepted and government-recognized standards. This book explains the accreditation program to camp owners and directors, and helps them prepare for accreditation. The introductory section describes eligibility requirements and

Higher Education; *Mathematics Education; Preservice Teacher Education; Professional Development; Science Curriculum; Student Evaluation; *Technology Education
IDENTIFIERS- Taiwan

This proceedings is devoted to the publication of research papers in mathematics, science, and technology education, covering domain/content areas such as learning and the learner, curriculum and materials, instruction, assessment and evaluation, history and philosophy of science, and teacher preparation and professional development. Papers in this volume include: (1) On the Development of Professional Development Program for Secondary School Science and Mathematics Teachers (Chorng-Jee Guo); (2) Effects of the Tansui River Education Program on High School Students' Environmental Attitudes and Knowledge (Shun-Mei Wang); (3) Taiwanese Elementary Students' Perceptions of Dinosaurs (Chi-Chin Chin); (4) The Relationship between Biology Cognitive Preferences and Science Process Skills (Yeong-Jing Cheng, James A. Shymansky, Chiou-Chwen Huang, and Bih-Ju Liaw); (5) Investigation of the Structure and Dimensionality of ILPS Tests Items (Miao-Hsiang Lin, Yeong-Jing Cheng, Song-Ling Mao, Hong-Ming Guo, Tai-Shan Fang, Jen-Hong Lin, and Jin-Tun Lin); (6) Linking STS Teacher Development and Certification (Cheng-Hsia Wang); (7) Continually Expanding Content Representations: A Case Study of a Junior High School Biology Teacher (Sheau-Wen Lin); (8) Expert Opinions Concerning a Taxonomic Structure for the Curricular Organization of Biotechnology (Jerming Tseng); (9) A Study of the Concept "Living Organism" and Living Organism Classification in Aboriginal Children (Shih-Huei Chen and Chih-Hsiung Ku); (10) An International Investigation of Preservice Science Teachers' Pedagogical and Subject Matter Knowledge Structures (Norman G. Lederman and Huey-Por Chang); (11) Empirical Review of Unidimensionality Measures for the Item Response Theory (Miao-Hsiang Ling); (12) Development of a Grade Eight Taiwanese Physical Science Teacher's Pedagogical Content Knowledge Development (Hsiao-Lin Tuan and Rong-Chen Kaou); (13) Identification of the Essential Elements and Development of a Related Graphic Representation of Basic Concepts in Environmental Education in Taiwan (Ju Chou); and (14) A Beginning Biology Teacher's Professional Development--A Case Study (Jong-Hsiang Yang and I-Lin Wu). (Author/DDR)

ED 426 848 SE 060 883

Grants for Science Education 1997. Including Grants for Research Resources in the United States and for Biomedical Scientists Abroad.
PUB DATE- 97
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Biomedicine; Elementary Secondary Education; *Financial Support; Higher Education; Minority Groups; Program Evaluation; Science Curriculum; *Science Education; *Scientific Research; *Student Research; *Undergraduate Study
IDENTIFIERS- Howard Hughes Medical Institute MD

The data presented in this document provide information about those individuals and organizations that received funding from the Howard Hughes Medical Institute in 1997. Following a description of the Howard Hughes Medical Institute programs, details on the funding of graduate science education, students the average proficiency was 260 compared to 266 nationwide. (ASK)

ED 426 868 SE 062 162

NAEP 1992 Mathematics State Report for Colorado. The Trial State Assessment Program.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 93

NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results

IDENTIFIERS- *Colorado; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Colorado, 2,906 fourth-grade students in 121 public schools and 2,799 eighth-grade students in 112 public schools were assessed. This report describes the mathematics performance of Colorado fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Louisiana on the NAEP mathematics scale was 203 compared to 217 nationwide; for Louisiana eighth-grade students the average proficiency was 249 compared to 266 nationwide. (ASK)

ED 426 880 SE 062 174

NAEP 1992 Mathematics State Report for Maine. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 208p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maine; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Maine, 1,923 fourth-grade students in 98 public schools and

New York, 2,284 fourth-grade students in 90 public schools and 2,158 eighth-grade students in 87 public schools were assessed. This report describes the mathematics performance of New York fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in New York on the NAEP mathematics scale was 217 compared to 217 nationwide; for New York eighth-grade students the average proficiency was 266 compared to 266 nationwide. (ASK)

ED 426 892 SE 062 186

NAEP 1992 Mathematics State Report for North Carolina. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *North Carolina; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in West Virginia on the NAEP mathematics scale was 214 compared to 217 nationwide; for West Virginia eighth-grade students the average proficiency was 258 compared to 266 nationwide. (ASK)

ED 426 904   SE 062 198

NAEP 1992 Mathematics State Report for Wisconsin. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP); *Wisconsin

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In democracy and points to consequences of various alternatives in diverse settings. Data comes from interviews and classroom observations, with complementary findings from surveys administered to students fifteen through nineteen in fifty schools in the five countries. Chapters include: (1) Studying Civic Education: Setting the Stage; (2) Becoming Political: Adolescent Political Attitudes and Behaviors; (3) Gender and Political Attitudes; (4) Freedom of Expression and Civic Tolerance; (5) Democratic Inquiry and Discourse: Classroom Climates in Cross-National Perspective; and (6) Teaching Democracy. (EH)

ED 426 921 SO 029 492

McKenzie, Gary R.
Teaching Location Develops "Readiness" in Geography.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Tasks; *Geographic Concepts; *Geographic Location; Geography; *Geography Instruction; Grade 1; Primary Education; *Readiness; Schemata (Cognition); *Social Studies
IDENTIFIERS- Gagne (Robert M); Vygotsky (Lev S)

This paper describes two experiments in which first, 10, then 20 first-grade students were taught the geographic concept of location through organized lessons and then were able to transfer their learning to concentric area questions with understanding. This study applies Vygotsky's and Gagne's theories that children can learn, recall, and apply signs and symbols. The study suggests that newer theories of psychology might be applied to empower teachers to teach children to learn place names and use them to reason spatially in ways children rarely do without instruction. (EH)

ED 426 922 SO 029 762

Vessels, Gordon G.
Character and Community Development: A School Planning and Teacher Training Handbook.
PUB DATE- 98
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Development; Core Curriculum; Elementary Secondary Education; Ethics; Evaluation Methods; *Moral Development; Moral Values; Personality; Program Development; Psychoeducational Methods; Social Studies; Theories; Value Judgment
IDENTIFIERS- *Character Education; *First Amendment; United States Constitution

This handbook describes ways to prevent and resolve social problems in schools and communities. The book explores the possibility that identifying character as the ultimate goal for children will give a new perspective on child development and education that is needed in order to reform schools and

Countries; Population Trends; Surveys; Tables (Data); *Womens Education
IDENTIFIERS- *Congo (Kinshasa); Descriptive Research; *Fertility; Variables

This report provides a descriptive overview of women's schooling and educational attainment, employment activity, and fertility behavior in Kinshasa, the capital of the Democratic Republic of Congo. Data were used from a series of five household surveys carried out between 1955 and 1990 to see how these variables have changed during this period. Data show the considerable growth of Kinshasa's population between 1955 and 1990, as well as the changing composition of the population by age, gender, nativity, and ethnicity. During this same period there have been substantial increases in school enrollment of youth and in the educational attainment of the adult population, particularly for females. Employment of women has increased steadily over time, in part associated with educational attainment and in part reflecting economic difficulties that began in the mid-1970s and continued throughout the period covered by the data. Subsequent to these economic difficulties, there have been distinct increases in the importance of the informal sector of the economy for women and for men. At the same time, primarily because of the increased educational attainment of women and more specifically with women's acquisition of secondary schooling, there has been a decline in fertility. (Contains extensive tables of data, several figures, and 45 references.) (BT)

ED 426 942 SO 029 864

Arts Education K-12: Integrating with Reading, Writing, Math and Other Areas of the Curriculum. Arts Education Series Monograph No. 1.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Core Curriculum; Curriculum Development; Dance; Elementary Secondary Education; *Integrated Activities; Music; State Curriculum Guides; Theater Arts; Visual Arts
IDENTIFIERS- *Arts for the Basic Curriculum; *North Carolina

In response to new responsibilities that have come about as a result of the arts (dance, music, theater arts, and visual arts) being included in the basic curriculum in North Carolina, this monograph discusses the many approaches to interrelating different areas of the curriculum. The monograph responds to the following questions: (1) "Why Should I Integrate?"; (2) "How Do I Integrate?"; (3) "What Are Some of the Ways I Can Make Connections?"; and (4) "How Do I Make These Connections Understood?" The monograph concludes that the fundamental premise is that public education is an initial preparation for adult life and that the goal continues to be, more than ever, to provide students with an education in the arts reinforced through the recognition that the arts do not exist alone but are an integral part of life. (BT)

ED 426 943 SO 029 865

Wallace, Rebecca Rockwell

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Discipline; Elementary Secondary Education; Grading; Homework; Lesson Plans; Questioning Techniques; Readability; Reading Skills; *Student Behavior; *Teacher Characteristics; Teacher Effectiveness; *Teacher Expectations of Students; Teacher Student Relationship; Teachers

This manual, written by a classroom practitioner, addresses concerns frequently voiced by beginning teachers. It is designed as a practical approach to what works in the classroom. The chapters focus on the following issues: Classroom Management; Classroom Discipline (student behavior, easy ways to establish control, major issues, calling home, and insubordinate behavior); Lesson Plans; Markbooks (managing time, markbooks, and marking policy); Why Teach? (a changing profession); Questions (involving students in answering questions); What to Teach?; Homework (homework, notebooks, quizzes, classroom decorations as instructional devices); Can Johnny Read That?; Varying the Presentation; What Works? (effective teaching methods); and Other Subject Methods. (SM)

ED 426 962 SP 038 237

Young, Barbara N.; Whitley, Marilyn E.; Helton, Carol
Students' Perceptions of Characteristics of Effective Teachers.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; College Faculty; College Freshmen; College Seniors; High School Students; High Schools; Higher Education; Secondary School Teachers; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- Teacher Knowledge

This study examined the characteristics of effective teachers as they were perceived by students at different educational levels and maturity, investigating whether the perceived characteristics changed with maturity level. A group of 108 high school students, 109 college freshmen in developmental studies, and 104 college seniors in education classes participated. The high school students and college freshmen were predominantly African American, and the college seniors were predominantly white. Students completed a survey that was anonymous but asked for age, gender, race, and grade level. The survey asked questions about the characteristics, methodology, and effectiveness of their teachers in general. Students had to rate teacher characteristics, methodology, and effectiveness on a scale of very important to not important. Some of the topics included number of outside assignments, number of tests taken, difficulty of tests, class discussions, volume/clarity of teacher's voice, humor in the classroom, calling on students, enthusiasm of instructor, teacher knowledge, use of visual aids, working with other students in groups, and friendliness. Researchers tallied the responses of each and made comparisons between the groups. The paper presents a comparison of the

Professional Development.
PUB DATE- 98
NOTE- 20p.; "Adapted from the work of Michael Fullan; Donald Kirkpatrick; Art Costa; Bena Kallick."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Professional Development; *Self Evaluation (Individuals); *Teacher Evaluation; *Teacher Improvement; Teachers

This paper presents a model that can be used in many settings where there is a need to chart and evaluate continuous professional learning. Every use begins with assessing needs and defining goals for professional growth in context. Vertical movement along a spiral, with continuous support and coaching, indicates expanded capacity and maturation. The spiral models the continuous nature of learning through time and space. Four levels of evaluation of growth are indicated for use by the learner alone, jointly by learner and supervisor, or jointly by all stakeholders. Level 1 checks reaction to the appropriateness of the content and delivery of the just-completed learning opportunity. Level 2 asks what was learned during the learning session. Level 3 determines how behavior has changed as a result of the learning opportunity. Level 4 examines outcomes and results, linking results to the integration of new learning. The learning series begins with the introduction stage. Once started on the learning spiral, learners can move quickly into implementation. At an agreed-upon time after each learning opportunity, a follow-up evaluation is provided by the learning coach. Subsequent formative evaluations represent a joint undertaking of learner and supervisor, where anticipated outcomes are agreed upon. Eventually, a summative evaluation is conducted to examine behavior trends. Following evaluation, there is agreement by all parties that learning is facilitated through an ongoing series of formal, continuous learning opportunities and that growth can be seen as a spiral. (Contains 5 tables and 11 references.) (SM)

ED 426 982 SP 038 280

Ovando, Martha N.
Assessment of Intern's Performance: A Key To Enhance School Leader Preparation Programs.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Conference of the National Council of Professors of Educational Administration (52nd, Juneau, AK, August 3-7, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Elementary Secondary Education; Field Experience Programs; Higher Education; *Internship Programs; *Leadership Qualities; Principals; *Student Evaluation

This paper examines the assessment of interns' performance in a university-based internship program. A group of 46 school administrators (mainly principals) who supervised interns in a variety of school settings as part of a university-based school leader preparation program completed the Assessment of Interns'

ED 427 001 SP 038 301

LeTendre, Mary Jean
Paraprofessionals: A Resource for Tomorrow's Teachers.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Students; *Career Ladders; Elementary Secondary Education; Higher Education; Inservice Education; *Paraprofessional School Personnel; Preservice Teacher Education; *Professional Development; Promotion (Occupational); Public Schools; *Student Financial Aid; Students
IDENTIFIERS- *Elementary Secondary Education Act Title I; Teacher Knowledge

There is a need for highly trained professional staff, particularly paraprofessionals, in Title I schools. If paraprofessionals are spending a significant amount of time working with Title I students in a teaching environment, it is crucial that they possess the knowledge and skills sufficient to help the students achieve the same high standards expected of all students. Title I funds can be used to increase the access of paraprofessionals to services for improving their skills. Paraprofessionals should be included in professional development activities. They also need career ladder programs to help them obtain the education necessary to become certified teachers. Several states and local education agencies have established projects that can be used as examples for others wishing to implement professional career ladders. Many types of federal financial aid are available as resources for paraprofessionals seeking education degrees or teaching certificates. They include Pell grants, Direct Stafford Loans and Federal Family Education Stafford Loans, campus-based programs, teacher recruitment grants, and loan forgiveness. General eligibility requirements include being a U.S. citizen, U.S. national, or U.S. permanent resident and attending school at least half-time (for certain grants). (SM)

ED 427 002 SP 038 302

EI Handbook. Third Edition.
PUB DATE- 98
NOTE- 136p.; For second edition, see ED 394 946.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Democratic Values; Elementary Secondary Education; Equal Education; Foreign Countries; International Programs; *Teacher Empowerment; *Teacher Rights; Teaching (Occupation)
IDENTIFIERS- *Education International (Belgium)

This booklet presents information on Education International, a group that promotes teacher rights, trade union rights (including teacher unions), fair teaching conditions, and equal education for all people. The booklet includes information on the following: the Education International executive board (name, address, telephone, fax, and e-mail); a listing of Education International headquarters staff; Education International regional offices and staff; the constitution of Education International; by-laws of Education International; by-laws of Africa; by-laws of Asia and the Pacific; by-laws of

(2) determine the number and nature of tests contained in that error rate unit; and (3) apply a Bonferroni-type adjustment procedure to the various statistical tests contained in each error rate unit. This three-step adjustment procedure emphasizes that it is the obligation of the researchers to make logical decisions, not mechanical ones, when adjusting Type I error rates for multiple statistical tests. (Contains 20 references.) (Author/SLD)

ED 427 021 TM 029 365

Benor, Dan E.; Levine, Ruth; Bergman, Rebecca
Measuring the Effect of Different Training Programs on Nurses' Proficiency: Introducing a New Measurement Instrument.
PUB DATE- 98
NOTE- 37p.; This study was partially supported by Sapir Foundation of the Israeli Miph'al Hapa'is.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; Evaluation Methods; Foreign Countries; *Measurement Techniques; *Nurses; Nursing Education; Observation; Tables (Data); Test Construction; Test Reliability; Test Validity; *Training; Workshops
IDENTIFIERS- Israel; *Self Care

The effects of two different approaches to training community nurses in patient self-care were evaluated. In an intensive workshop, 36 nurses were trained, and 19 of them received further personal guidance 11 times during a 6-month period. Their performance was assessed before the educational intervention, after the workshop, and after the clinical guidance. The "Workshop Group" was compared to the "Guidance Group" and a matched control group. The assessment of nursing performance was done by trained observers during the nurses' regular work hours, using an instrument titled "Observational Checklist for Patient Encounter." This instrument provides a wide range of potential uses for quality assurance and research. The development and validation of the instrument are described. The results indicate a low level of performance before the intervention and a dramatic rise in performance after the training. The clinical guidance was more effective than the workshop alone. The distribution of nurses' activities among the various domains of nursing, determined through the checklist, and the parameters of patients' lifestyles within these domains are described before and after the training. Practical conclusions are drawn for community nursing. (Contains 6 tables, 4 figures, and 32 references.) (SLD)

ED 427 022 TM 029 367

Spall, Sharon; Barrett, Barbara; Darragh, Sheron; Gill, Peggy; Schwei, Michael
Development of a Research Center: Planning Focus Group Studies To Build Connections with Stakeholders.
PUB DATE- 98
NOTE- 28p.; Paper presented at the Southwest Educational Research Association Annual Meeting (Houston, TX, January 22, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Planning; *Focus Groups; *Graduate Students; Higher Education; Interprofessional Relationship;

satisfaction among students, program coordinators, employers, teachers, and principals. Interviews with approximately 65 students and 6 vocational counselors, and surveys completed by 5 principals and 19 employers and teachers provided evaluation data. In addition, the program model was compared with recommendations from the educational literature for serving at-risk secondary students. Evaluation findings show that the program is cost effective and that the model offers most of the strategies recommended for at-risk students. A large number of potential students who could benefit from the program are not considered for enrollment under current identification and selection processes. The cooperative work experience component is successful in some schools but not in others for reasons that usually center on difficulty in finding work. Approximately 50% of students in the program obtain the GED, but the number is higher for students who complete at least 24 weeks of the program. Principals and program coordinators were very satisfied with the program; and students, vocational counselors, employers, and teachers were satisfied. Recommendations are made to continue and improve the program. Three appendixes discuss contacts with other school divisions in Virginia to obtain comparative information and contain the program course catalog and selected student comments. (SLD)

ED 427 041 TM 029 419

Andrews, Kevin M.; Ziomek, Robert L.
Score Gains on Retesting with the ACT Assessment. ACT Research Report Series 98-7.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *College Entrance Examinations; Ethnic Groups; *High School Students; High Schools; Racial Differences; *Scores
IDENTIFIERS- *ACT Assessment; Gain Scores; *Retesting

This study investigated the nature of score gains for 282,231 examinees who took the American College Testing Program Assessment (ACT Assessment) at least twice prior to graduation from high school. The primary objective of this study was to investigate and document the typical changes in test scores for examinees who elect to retest. A second objective was to determine whether any particular group of examinees obtains systematically higher or lower mean gains. Analyses were conducted for gains from first to second, second to third, and third to fourth testing. It was found that the mean gain from first to second testings was slightly higher than the mean gain from second to third testings, which was slightly higher than the mean gain from third to fourth testings. Mean gains consistently decreased as previous test scores increased. Differences in mean gains between males and females, and among all racial/ethnic groups were very small. Results are also presented that can be used to estimate the probability that an examinee with some given test scores will obtain a score increase of some desired level. (Contains 11 tables, 3 figures, and 4 references.) (Author/SLD)

ED 427 042 TM 029 420

Yi, Qing; Nering, Michael L.
Simulating Nonmodel-Fitting Responses in a CAT Environment. ACT Research Report Series 98-10.

following: (1) using only the full scale intelligence quotient (IQ), thereby eliminating the choice of using the higher of the verbal or performance IQ; (2) raising the full scale IQ to a minimum of 85; and (3) raising the discrepancy between intelligence and achievement scores to approximately 1.5 standard deviations (22 points) with the sole use of full scale IQ. The results indicate that raising the minimum full scale IQ to 85 in the discrepancy formula resulted in the greatest reduction in the over-representation of minority students being placed in classes for students with learning disabilities. Suggestions for future research in this area are offered. (Contains 2 tables and 12 references.) (Author/SLD)

ED 427 062 TM 029 443

Cook, Robin A.
Intra-Profile Relationships for Key Psychometric Variables in Occupational Evaluation.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aptitude; *Career Counseling; Evaluation Methods; Job Training; *Occupational Tests; Personality Measures; Personality Traits; Postsecondary Education; Prediction; Psychometrics; Secondary Education; *Vocational Interests; *Young Adults

Among the constructs commonly considered by career counselors are vocational interests, aptitudes, and personality variables. Although the predictive power of each of these domains with respect to successful occupational functioning has been demonstrated, little research has been conducted on the nature of their interaction. The interrelatedness of vocational interests, aptitudes, and personality traits was evaluated using a modified version of the Inter-Domain model postulated by Lowman (1991, 1993). Participants were 101 people aged 16 or over who were enrolled in state employment and training programs. These subjects were given a battery of four standardized psychometric instruments: (1) Sixteen Personality Factor Questionnaire, Fifth Edition (R. Cattell, H. Eber, and M. Tatsuoka, 1970); (2) Edwards Personal Preference Schedule (A. Edwards, 1959); (3) Self-Directed Search, Fourth Education (J. Holland, 1985); and (4) General Aptitude Test Battery (U.S. Department of Labor, 1982). Together these measured each of the three dimensions. Descriptive and discriminant analyses offered partial support for postulated construct relationships. Prediction of vocational interest category by personality, aptitude, and demographic variables was possible for some of the Holland categories. Implications for testing practices for youth and adults in secondary or postsecondary educational settings are noted. (Contains 6 tables and 51 references.) (SLD)

ED 427 063 TM 029 444

Harwell, Sharon H.; Enger, Sandra K.
Exploring Space: An Evaluative Portrait of Alabama Teachers.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

shapes was used to predict growth in the later process. (Contains 2 figures, 3 tables, and 19 references.) (Author/SLD)

ED 427 082 TM 029 465

Dellinger, Amy B.; Daniel, Cathy S.; Stuhlmann, Janice; Ellett, Chad D.
Triangulating Multiple Perspectives on Classroom Learning Environments for Disabled Students.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; *Disabilities; Educational Environment; Elementary Education; *Elementary School Students; Interviews; Observation; *Research Methodology; *Student Attitudes; Student Surveys; *Triangulation
IDENTIFIERS- My Class Inventory (Fisher and Fraser)

The perceptions of early elementary disabled students of their classroom learning environments were studied through multiple data collection methods. These perceptions were compared with observations of students in their learning environments (triangulated). Twelve disabled students from six classrooms were interviewed and observed, and they completed an adapted version of the My Class Inventory-Short Form (B. Fraser, G. Anderson, and H. Walberg, 1982), which measured their perspectives from a personal point of view. The students' personal perceptions of their classrooms as measured by interview and survey responses were consistent in direction on most dimensions, but the survey was more effective in eliciting students' opinions. There were, however, many inconsistencies between students' perceptions of their learning environments and researchers' observations. Two students, for example, were highly satisfied with their classrooms, yet observers thought that the teacher neglected the academic well-being of students, was unprepared to teach, and was sometimes verbally abusive. In two classrooms, observers thought that the learning environment was positive, but students did not think so. Findings suggest that there is a need to include a qualitative or observational component in measuring the learning environments of students with disabilities. Appendixes contain the survey instrument, the interview question guide, and tables of interview and survey and observation results. (Contains 2 tables and 27 references.) (SLD)

ED 427 083 TM 029 466

Helms, LuAnn Sherbeck
Basic Concepts in Classical Test Theory: Tests Aren't Reliable, the Nature of Alpha, and Reliability Generalization as a Meta-analytic Method.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

PUB DATE- 98
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Career Development; College Faculty; Conflict Resolution; *Females; Higher Education; Individual Development; *Leadership; Problem Solving; Qualitative Research; *Self Evaluation (Individuals)
IDENTIFIERS- *Senge (Peter)

This self-inquiry study, by two untenured women faculty in leadership roles, attempted to identify and analyze internalized oppressive thinking and behavioral responses to specific institutional situations using Senge's (1990) theory of structural archetypes in organizations to uncover patterns underlying the identified responses. Data included journaling; field notes; notes taken during narrative, interview, and analysis sessions; extensive reading notes and memos; and memos of conversational exchanges with university colleagues. Examples are given of scenarios, problem situations, unintended consequences, and analyses illustrating the following structural archetypes: (1) "fixes that fail," a fix, effective in the short term, has unforeseen long-term consequences; (2)"shifting the burden," a short-term solution with immediate positive results but resulting in decreasing use of more fundamental corrective measures; and (3)escalation, a competitive situation in which each side is led to act more aggressively to re-establish its advantage. The paper concludes that the process allowed the authors to recognize how patterns of victim behavior come from an insistence on returning to past perfectionist strategies. (Contains 41 references.) (DB)

ED 426 653 HE 031 802

Creech, Joseph D.
State-Funded Merit Scholarship Programs: Why Are They Popular? Can They Increase Participation in Higher Education? 1998 Benchmarks Series.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access to Education; Educational Policy; Higher Education; In State Students; *Merit Scholarships; Program Effectiveness; School Holding Power; *State Aid; State Programs; *Student Financial Aid
IDENTIFIERS- Florida; Georgia; Kentucky; Louisiana; Maryland; South Carolina

This report examines how seven merit scholarship programs in six southern states help increase participation in postsecondary education. The programs are: Florida Bright Futures; Georgia HOPE Scholarships; Kentucky Educational Excellence Scholarships; Louisiana Tuition Opportunity Program for Students; Maryland Science and Technology Scholarship Program; South Carolina Palmetto Scholars, and South Carolina Legislative Incentives for Future Excellence. It finds in the programs such common features as: a basis only in academic achievement; encouragement to attend colleges in the student's

ED 426 673 HE 031 831

Public Law 105-244. Higher Education Amendments of 1998, 105th Congress.
PUB DATE- 98
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; Federal Aid; *Federal Legislation; Government School Relationship; Graduate Study; *Higher Education; Hispanic Americans; Instructional Improvement; International Education; Minority Groups; Scholarships; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Higher Education Act Amendments 1998; Perkins Loan Program

The complete text of the Higher Education Act Amendments of 1998 is divided into eight sections: Title I covers general provisions; Title II teacher quality enhancement grants; Title III addresses institutional aid, including strengthening historically black colleges and universities and the minority science and engineering improvement program; Title IV, student assistance, has eight parts which deal with grants to students, the Federal Family Education Loan Program, federal work-study programs, the William D. Ford Federal Direct Loan Program, federal Perkins loans, need analysis, general provisions, and program integrity; Title V, is titled developing institutions and covers a new program for Hispanic-serving institutions; Title VI, international education programs, includes foreign language studies and the Institute for International Public Policy); Title VII covers graduate and postsecondary improvement programs; and Title VIII addresses various studies, reports, and related programs. Part A covers various studies of federal student loan programs, student debt, transfer of credits, and so on; Part B deals with the advanced placement incentive program; Part C covers community scholarship mobilization; Part D covers grants to states for workplace and community transition training for incarcerated youth offenders; Part E covers grants to combat violent crimes against women on campus; Part F covers improving U.S. understanding of science, engineering, and technology in East Asia; Part G covers Olympic scholarships; Part H covers the Underground Railroad programs; Part I covers summer travel and work programs; and Part J covers the Web-Based Education Commission. Title IX, amendments to other laws, has nine parts: extension and revision of Indian higher education programs, education of the deaf, the United States Institute of Peace, voluntary retirement incentive plans, general education provisions amendment, liaison for proprietary institutions of higher education, other statutes, and repeals. (DB)

ED 426 674 HE 031 832

Draft Cohort Default Rate Guide for FFEL Program and/or Direct Loan Program Loans, FY 1997.
PUB DATE- 97
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for December 1-18, 1998, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: World AIDS Day/AIDS history, Exxon and Mobile announce a merger, Project Space Station, the Wye Accord and the Middle East peace process (December 1-4); constitutional wrangling over the impeachment of President Clinton, President Clinton's lawyers have their chance to testify, the President's defense appears to have had little impact on House Judiciary Republicans, Republicans draft Articles of Impeachment, the House Judiciary Committee wraps up hearings and argues Articles of Impeachment (December 7-11); and the impeachment issue follows President Clinton on his journey to the Middle East, the Palestinian National Council votes to remove anti-Israel language from its charter, behind-the-scenes lobbying for impeachment, air strikes against Iraq, U.S. and British forces launch second day of air attacks against Iraq (December 14-18). (DLS)

ED 426 693 IR 019 427

Ninno, Anton
Radios in the Classroom: Curriculum Integration and Communication Skills. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audio Equipment; Broadcast Reception Equipment; Current Events; *Educational Equipment; Educational Technology; Elementary Secondary Education; Instructional Materials; Learning Activities; News Media; Programming (Broadcast); *Radio; Telecommunications; World Affairs
IDENTIFIERS- ERIC Digests; Web Sites

Teachers have explored the use of radio in the classroom almost since radio technology entered into the mainstream of society, yet radio remains a relatively unused mode of instruction. This Digest describes several radio applications and summarizes various radio activities to assist teachers in integrating technology into the curriculum. Discussion includes teaching the history of communications; hands-on geography and language arts activities using AM-FM radio; international shortwave radio broadcasts; National Oceanic and Atmospheric Administration (NOAA) weather service broadcasts; scanner radios; practicing communications skills with amateur radio. A bibliography and list of Web site resources is included. (AEF)

Using a Web Browser; Chapter 3: The Basics of Electronic Mail and Using Netscape Email; Chapter 4: Internet Email Discussion Groups; Chapter 5: Usenet-Reading and Writing the News; Chapter 6: Finding Information on the Web-Directories and Searching; Chapter 7: Writing Your Own Web Pages; Chapter 8: Telnet, FTP, and Gopher; and Chapter 9:Legal Issues, Ethical Issues, Privacy, and Security. All the chapters (except for Chapter 9) and selected appendices contain step-by-step examples to demonstrate using the tools, services, and resources discussed in the text. Each chapter contains several exercises to be used to explore the use of the tools and topics discussed, and several of the chapters contain a section dealing with proper etiquette and responsible uses of the Internet and World Wide Web. Appendices include a glossary of Internet and Web terms, instructions for setting Navigator's options and preferences, information on email in a Unix environment and email using Eudora, and Java, Java Applets, and JavaScript. (AEF)

ED 426 711 IR 057 278

Ackerman, Ernest; Hartman, Karen
Searching and Researching on the Internet and the World Wide Web.
PUB DATE- 97
NOTE- 463p.; Accompanying Netscape Navigator 4 CD-ROM and 3.5 diskette not available from EDRS.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Electronic Libraries; Electronic Mail; Information Seeking; Information Services; Information Sources; Learning Activities; *Online Searching; Research; *Search Strategies; *World Wide Web
IDENTIFIERS- Search Engines

This book focuses on formulating Internet search strategies, understanding how to form search expressions, critically evaluating information, and citing resources. It is written for users who are acquainted with the fundamental operations of a personal computer, as well as those with more online experience. The book is arranged so that the information presented is reinforced and built on in subsequent chapters, and is organized as follows. Chapters 1 and 2 provide an introduction to the Internet and the World Wide Web--techniques and intricacies of using a Web browser, keeping track of information with bookmarks, while chapter 3 gives and introduction to research skills and tools on the Web. Chapter 4 covers directories and virtual libraries. Chapters 5, 6, 7, and 8 discuss search strategies and tools--search engines, meta-search engines, specialized databases, and library catalogs. Chapters 9, 10, and 11 focus on other resources for information--FTP (file transfer protocol) archives, white pages services, email discussion groups, and Usenet news archives. Chapter 12 covers evaluating information found on the Internet and the Web, chapter 13 shows how to cite information for research and the final chapter 14 presents two sample research projects for putting it all together. Each chapter includes several activities, a summary, and suggested exercises and projects. A glossary of terms is provided, and appendices contain an annotated list of search engines, meta-search engines, and virtual libraries, charts comparing search engines, and an annotated list of services and Web sites. (AEF)

IDENTIFIERS- *Washington Community and Technical Colleges

Designed to answer the most frequently asked questions about Washington Community and Technical Colleges (WCTC), this report provides information about students, courses, faculty, staff, expenditures, and facilities for the 1997-98 academic year and includes historical data where available. Following a brief history of the WCTC system, the six sections of the report examine courses offered, enrollments and student demographics, student progress and success, staff, facilities, and expenditures. Highlighted findings include the following: (1) 440,442 students were enrolled in 1997-98, the largest number ever served; (2) 26% were students of color, compared with approximately 17% in the state population; (3) more than 19,000 students enrolled in distance education classes, including Internet and teleconference courses; (4) at least 10,000 students enrolled under the worker retaining program; (5) 24,433 welfare recipients enrolled at the colleges, a decline of 20 percent from the previous academic year; (6) 10,728 state-supported, full-time-equivalent faculty, classified, administrative, and other professional staff were employed in WCTC; (6) system expenditures totaled more than 675.7 million dollars; and (7) the $1,458 tuition and fee charged to a full-time student for three quarters of classes was close to the national average for two-year colleges ($1,501). (AS)

ED 426 732 JC 990 061

Jacobsen, D. Michele; Mueller, John H.

Creating a Collaborative Electronic Community of Education Scholars.

PUB DATE- 98

NOTE- 12p.; Paper contributed to the Teaching in the Community Colleges Online Conference (3rd, Kapiolani Community College, April 7-9, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Literacy; *Course Objectives; Curriculum Development; *Educational Technology; Foreign Countries; Higher Education; Program Design; *Teacher Education; Teaching Methods; Undergraduate Study; World Wide Web

This paper discusses the design and outcomes of an undergraduate education course that used current communication technology. A collaborative, electronic community was developed by pre-service teachers studying educational technology in order to publish, exchange and consider emerging ideas about the use of computers for teaching and learning. In response to research and theoretical readings, as well as commentary and discussions about the use of computers in education and by society, students posted their coursework on individual World Wide Web pages in order to increase the audience for their ideas and to generate response. Described in this document are the course of study, course participants, and coursework assigned including electronic portfolio, laboratory work, and examinations. Also covered are the technology integration plan, student feedback, benefits and drawbacks of the program, effects on writing, instructions on building Web pages, and finally, future teaching careers. The course instructors believe this teaching method, especially the electronic portfolio assignment, contributed to the development of highly marketable educational technology skills among participating students. (AS)

Relationship; Multicampus Colleges; Two Year Colleges
IDENTIFIERS- Quincy College MA

This study traces the evolution of Quincy Junior College, the third largest community college in Massachusetts, from its founding in 1956 to the present. As one of two municipal two-year colleges in the nation, Quincy presents an interesting case study of how a community college fared under city school board governance. This dissertation explores Quincy's history, the movement from individual control, clashes of organizational culture between the college and school system, and factors that ultimately forced the college's separation. Chapters include the following: (1) Introduction; (2) Related Literature; (3) Individual Leadership and Control: 1948-1986; (4) The Institution Comes of Age: 1985-1991; (5) Struggle Towards Resolution: 1991-1996; (6) Divergent Paths: An Analysis of Change at Quincy College; and (7) Implications: The Road Not Taken. An epilogue reviews events occurring from 1996 and 1997, such as the college's re-accreditation and the layoff of many of the college's senior leaders. Appended are enrollment statistics, and three charts illustrating Quincy's history. (Contains 74 references). (EMH)

ED 426 753   JC 990 087

Gaither, Gerald, Ed.
The Multicampus System: Perspectives on Practice and Prospects.
PUB DATE- 99
NOTE- 260p.; Introduction by Frank Bowen and Eugene C. Lee.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Community Colleges; *Educational Change; Educational Environment; Futures (of Society); *Higher Education; Institutional Mission; *Multicampus Colleges; *Strategic Planning

This book, a compilation of 12 chapters written by leaders at postsecondary institutions, examines multicampus systems of higher education, and the dynamic environment in which these systems operate. Part 1 discusses the role, scope, mission and purpose of multicampus systems: (1) "Management and Leadership Challenges of Multicampus Systems" (D. Bruce Johnstone); (2) "Many Voices, One Choir: Managing External Affairs" (Kevin J. Boatright); and (3) Multicampus Systems: The Challenge of the Nineties" (Joseph J. Burke). Part 2 presents articles written on managing the current system: (1) "Higher Education Systems and Strategic Planning" (Joseph J. Szutz); (2) "Systemwide Strategic Planning in the Knowledge Age" (Donald M. Norris); (3) Budget and Budget-Related Policy Issues for Multicampus Systems" (Daniel T. Layzell and J. Kent Caruthers); and (4) "Instructional Productivity of Systems" (Michael F. Middaugh). In Part 3, authors provide examples of multicampus systems: (1) "The California Experience: The Segmented Approach" (William H. Pickens); (2) "The Urban System: The University of Houston" (William P. Hobby and Saralee Tiede); (3) "Miami-Dade Community College: Unified Vision for a Multicampus System" (Eduardo J. Padron, Jeffery D. Lukenbill and Theodore Levitt); and (4) "The Maricopa Community College District: A Culture of Deliberate Transformation" (Linda M. Thor, Donna J. Schober and Laura Helminski). And finally, Part 4 discusses challenges to future development, as well as future trends and impediments, with Donald N. Langenberg's chapter, "On the Horizon: The Learning System." (Contains 167 references and biographies of contributors.) (EMH)

Program Design; Program Development; State Programs; *Welfare Recipients
IDENTIFIERS- Bank Street College of Education NY; Connecticut (New Haven); *Day Care Quality; Virginia; Welfare Reform; *Welfare to Work Programs; West Virginia

In response to strong political debate concerning the future of federal welfare policy and a push for welfare to work programs, the Bank Street College of Education's Center for Family Support held a conference to address the issue of welfare recipients as child care providers. The purpose of this meeting was threefold: (1) to stimulate thinking about the concept of using welfare recipients as child care providers; (2) to identify effective approaches that states could implement; and (3) to develop concepts for innovative strategies that states could develop. This report synthesizes findings of the conference. The report's preface documents the following panel discussions: (1) "Understanding the Context of Current Proposals: Past Lessons for Future Directions"; (2) "Preparing Low-Income Women for Careers in Early Care and Education"; (3) "Elements of Good Training"; and (4) "Improving the Quality of Care." The remainder of the report describes the outcomes of small group discussions. The first section, "Lessons Learned," examines characteristics of women on welfare and results of welfare to work programs. The second section, "Elements of Successful Programs," addresses issues of choice, accessibility, incentives, needs-based programming, cultural sensitivity, and support services. The third section, "Three Child Care Employment Programs or Welfare Recipients that Work," describe successful programs in West Virginia, Virginia, and New Haven, Connecticut. (Author/SD)

ED 426 773   PS 027 229

Porter, Toni; Rice, Rena
Walking the Talk: A Study of Training in Five National Family Support Programs.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Early Intervention; *Family Programs; Interviews; Parent Child Relationship; *Parent Education; Parenting Skills; Parents as Teachers; Program Descriptions; *Training Methods; *Training Objectives
IDENTIFIERS- Avance San Antonio Inc; Family Support; Home Instruction Program Preschool Youngsters; Minnesota Early Learning Design; Parent Services Project CA; Parents as Teachers Birth to Three; *Program Characteristics

Although family support programs vary in program goals and service delivery, their common features constitute an approach for working with families. The purpose of this study was twofold: (1) to gather basic information about how programs prepare their staff to use the family support approach and to identify commonalities and differences in their training; and (2) to create a framework to analyze training for family support in general. Methods for the study included selecting programs for case studies, collecting data from the training materials, interviewing program directors and training staff, and creating a framework for comparing the training. Training manuals were obtained from the selected programs: Parent Services Project, Minnesota Early Learning Design Program for Young Moms, Avance, Parents as Teachers Birth to Three, and the Home Instruction Program for Preschool Youngsters. Findings

IDENTIFIERS- *Even Start; *Program Characteristics

The federally funded Even Start Family Literacy Program supports local family-centered education projects intended to help families with young children break the cycle of poverty and illiteracy. This report documents the efforts of nine Even Start projects that demonstrate promising practices in serving infants and toddlers and their families. The criteria used to select projects included: (1) evidence of practices grounded in developmentally appropriate models for infants and toddlers; (2) project maturity of at least 3 years; (3) annual, per-family operating costs of less than $5,000; (4) evidence of relationships with other organizations or service providers to enhance and sustain services for infants and toddlers and their families; (5) evidence of positive outcomes for families served; and (6) intensity of services provided to infants and toddlers. Chapters are: (1) background for the study; (2) early childhood education for infants and toddlers in the nine projects; (3) the projects' work in parenting education; (4) comprehensive services across the nine projects; (5) contextual factors that shape service delivery in the nine projects; (6) local evaluation and outcomes in the nine projects; and (7) policy recommendations. Appendices present profiles of the nine case study sites and supplemental quality indicators for Even Start family literacy projects serving infants and toddlers. (EV)

ED 426 792 PS 027 275

Fielden, Frank, Ed.
Of Primary Interest, 1995-1998.
PUB DATE- 98
NOTE- 50p.; For 1994-1995 issues, see ED 417 850.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Class Size; Educational Environment; Emergent Literacy; Family Environment; Full Day Half Day Schedules; Grades (Scholastic); Kindergarten; Physics; Play; Portfolio Assessment; *Preschool Teachers; *Primary Education; Reading Difficulties; School Readiness; Science Instruction; *State Standards; Student Evaluation; Transitional Programs
IDENTIFIERS- *Developmentally Appropriate Programs; Scaffolding; Zone of Proximal Development

This document is comprised of twelve consecutive issues (1995-1998) of a newsletter published quarterly to provide information on current research and practice to early childhood professionals teaching in the primary grades in Colorado, Iowa, Nebraska, Missouri, and Montana. The Winter 1995 issue focuses on necessary conditions for math/science concept development, and includes discussions of early literacy development. The Spring 1996 issue focuses on portfolio assessment and play. The Summer 1996 issue summarizes research on class size effects and presents recommendations regarding full-day kindergarten. The Fall 1996 issue focuses on scaffolding in the zone of proximal development. The Winter 1996 issue presents suggestions for implementing developmentally appropriate practices, discusses child care quality, and contains a position statement on interdisciplinary learning. The Spring 1997 issue concerns positive transitions and early literacy, class size, and worksheets in kindergarten. The Summer 1997 issue focuses on providing language-rich home and school environments. The Fall 1997 issue deals with physics concepts in first grade and facilitating oral language skills. The Winter 1997 issue presents a developmental approach to student assessment, helping parents enter treatment programs, in monitoring parents' progress in treatment, and in trying to achieve adoption or guardianship after family reunification efforts failed. To accommodate children's need for timely permanency decisions, some locations launched collaborations involving drug treatment providers, the courts, and other organizations to help parent obtain treatment and to monitor their progress. Other initiatives involved helping foster care agencies quickly achieve other permanency outcomes. In addition, some programs encouraged relatives of children in foster care to adopt or become legal guardians. (KB)

ED 426 811　　　　PS 027 319

Bellamy, Carol
The State of the World's Children 1999: Education.
PUB DATE- 99
NOTE- 135p.; For 1995 report, see ED 380 241; for 1966 report, see ED 394 689; for 1997 report, see ED 407 108. For 1997 summary report, see ED 407 109. For 1998 report, see ED 417 865.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Childhood Needs; *Children; Childrens Rights; Developed Nations; Developing Nations; Educational Benefits; *Educational Development; Educational Innovation; Educational Resources; Foreign Countries; Poverty; Program Descriptions; Statistical Surveys; *Well Being
IDENTIFIERS- Indicators; UNICEF; United Nations Convention on Rights of the Child

The international community is increasingly defining education as an essential human right, a force for social change, and a path towards international peace and security. This report on the well-being of the world's children focuses on the efforts of the international community to ensure that all children enjoy their human right to a high-quality education. Chapter 1 of the report explores the historical context in which children's right to education has been repeatedly affirmed; discusses the elements integral to the success of the worldwide movement of Education for All; and argues that, in spite of a dearth of resources and growing indebtedness in the developing world, education remains one of the best investments a country can make in order to prosper. Chapter 2 provides statistical profiles for 193 countries based on basic indicators such as infant mortality rate, nutritional status, health status, educational levels, demographics, economic indicators, the status of women, and the rate of progress on major indicators since 1960. This chapter also lists countries in descending order of their estimated 1997 under-5 mortality rates. Included throughout the report are panel sections highlighting specific educational initiatives. Seven "Spotlights" present regional information on school enrollment, gender equity in access to education, school effectiveness, constraints to providing education, and educational innovations. (Contains approximately 70 references.) (KB)

ED 426 812　　　　PS 027 320

Louisiana School-Based Health Centers: Annual Service Report, 1997-1998.
PUB DATE- 99
NOTE- 102p.; For 1996-1997 Annual Service Report, see ED 420 442.
LANGUAGE- English

administration of the standards program, including preparation for the visit by the local section of the ACA. The types of camps or camping operations the standards apply to; differences in levels of requirements, such as which standards are mandatory; and which materials must be reviewed in writing are also covered in the introduction. Section 2 discusses requirements for the following standards: site and food service, transportation, health and wellness, operational management, human resources, and programs. Program standards cover leadership qualifications, safety regulations, and procedures for both general and specialized activities such as aquatics, adventure activities, horseback riding, and trip/travel camping programs. Each standard begins with a relevant question about camp practices, includes interpretation and the means of demonstrating compliance, and may include a "mandatory" signal or a "does not apply" statement. Section 3 presents additional practices accepted by camping professionals as basic to camp operation, but not currently required by the standards. Twenty-one appendices discuss additional selected topics that may need further clarification. (Contains a glossary and an index.) (TD)

ED 426 830 RC 021 790

Report of the Small Schools Group.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Educational Quality; Elementary Education; Elementary Schools; *Expenditure per Student; *School Community Relationship; *School Size; School Statistics; School Surveys; *Small Schools; *State Aid
IDENTIFIERS- *Vermont

Vermont state legislation provides additional funding to small schools--those enrolling fewer than 100 students. To meet legislative requirements, a study group examined costs, educational quality, and consolidation issues in Vermont's small schools. In 1996-97, Vermont had 50 small schools (16 percent of all public schools), primarily K-6 elementary schools. A study group of 26 persons from diverse backgrounds reviewed national studies on small schools, examined the Vermont School Report, heard presentations from three communities with small schools that had considered consolidation, and identified critical indicators differentiating small and larger schools. A school survey was completed by 44 small schools and 33 comparison schools with over 300 students. The study found that costs were 6-12 percent higher in small schools and 18 percent higher in schools with less than 50 students; higher costs were related to smaller class sizes; year-to-year enrollment changes in small schools were dramatic; and larger schools had both economies and "diseconomies" of scale. Despite lower socioeconomic status, students in small schools did as well or better than students in larger schools; small school facilities were in as good or better shape than larger facilities; and parent participation in small schools was high. Although consolidation pressures were strong for many small schools, community decision making was complex and went well beyond educational issues. Recommendations are offered for state funding and school accountability. (Appendices contain a participant list, a statistical profile of Vermont small schools, the school survey undergraduate biological sciences education, precollege and public science education, holiday lectures on science, research resources, international programs, and program assessment are provided. Also included are descriptions of the policies and procedures for grant applications. (DDR)

ED 426 849 SE 060 925

Christenberry, Mary Anne; Stevens, Barbara C.
Can Piaget Cook? Science Activities.
PUB DATE- 84
NOTE- 150p.; "Contributing author: Jane Caballero, Ph.D."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Strategies; *Food; *Hands on Science; *Integrated Activities; *Lesson Plans; Preschool Education; *Science Activities; Science Curriculum; *Science Education
IDENTIFIERS- Piaget (Jean); *Piagetian Task Instrument

This book presents a number of learning activities using food. Each lesson contains stated objectives and suggestions for extended activities that could be useful to the classroom teacher. The first two chapters discuss what Jean Piaget proffered about young children and the ways in which they learn and how to organize learning through food experiences. Forty-six lesson plans organized within three basic concepts are included, and an annotated list of books to use in early childhood classrooms is also provided. Other resources include a list of nursery rhymes and traditional stories mentioning food and a Piagetian task administration instrument. Contains 23 references. (DDR)

ED 426 850 SE 060 928

Hughes, Leah M.
Science Air and Space: Folder Games for the Classroom.
PUB DATE- 93
NOTE- 170p.; Adapted for preschool by Leah M. Hughes; based on "Aviation and Space" by Jane Caballero-Hodges, Ph.D.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aviation Education; Concept Formation; Hands on Science; Preschool Education; *Science Activities; Science Curriculum; *Science Education; *Space Exploration; *Space Sciences

A file folder, the drawings contained within this book, and materials such as crayons, glue, and straws are what is needed to make this resource a classroom tool for studying space-related topics with preschoolers. The activities in this book are designed to inspire preschoolers to use their creativity, inventiveness, imagination, and intuition. All activities are organized around the broader topics of the air above the earth, aviation education, and space beyond the earth. A section on space education resources is included as well as tips on integrating aviation into the curriculum. Vocabulary lists and related games and activities are provided along with background information on famous aviators, moon survival, and the planets. (DDR) watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Colorado on the NAEP mathematics scale was 220 compared to 217 nationwide; for Colorado eighth-grade students the average proficiency was 272 compared to 266 nationwide. (ASK)

ED 426 869 SE 062 163

NAEP 1992 Mathematics State Report for Connecticut. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Connecticut; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Connecticut, 2,600 fourth-grade students in 110 public schools and 2,613 eighth-grade students in 97 public schools were assessed. This report describes the mathematics performance of Connecticut fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of

2,520 eighth-grade students in 82 public schools were assessed. This report describes the mathematics performance of Maine fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Maine on the NAEP mathematics scale was 231 compared to 217 nationwide; for Maine eighth-grade students the average proficiency was 278 compared to 266 nationwide. (ASK)

ED 426 881 SE 062 175

NAEP 1992 Mathematics State Report for Maryland. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Maryland; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2)

students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In North Carolina, 2,884 fourth-grade students in 116 public schools and 2,769 eighth-grade students in 103 public schools were assessed. This report describes the mathematics performance of North Carolina fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in North Carolina on the NAEP mathematics scale was 211 compared to 217 nationwide; for North Carolina eighth-grade students the average proficiency was 258 compared to 266 nationwide. (ASK)

ED 426 893 SE 062 187

NAEP 1992 Mathematics State Report for North Dakota. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *North Dakota; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-

Wisconsin, 2,797 fourth-grade students in 122 public schools and 2,814 eighth-grade students in 107 public schools were assessed. This report describes the mathematics performance of Wisconsin fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Wisconsin on the NAEP mathematics scale was 228 compared to 217 nationwide; for Wisconsin eighth-grade students the average proficiency was 277 compared to 266 nationwide. (ASK)

ED 426 905   SE 062 199

NAEP 1992 Mathematics State Report for Wyoming. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP); *Wyoming

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six strengthen communities. Concerns with respect to public opinion about character education and relevant First Amendment issues are discussed. This book includes a synthesis of relevant theories of development. The volume offers a preschool to 12th grade core curriculum that targets virtues and psychological processes in a developmentally appropriate manner and includes general and behavioral objectives for each of five developmental levels. Chapters of the book include: (1) "Introduction to Character Education"; (2) "Relevant Philosophy and Theory"; (3) "A Developmentally Based Core Curriculum"; (4) "Strategies and Techniques"; and (5) "Program Planning and Evaluation." Appendices include laws, theories, forms, surveys, a parent guide, and questionnaires. (LB)

ED 426 923 SO 029 764

Sanchez, Tony R.
Heroes, Values, and Transcending Time: Using Trade Books To Teach Values.
PUB DATE- 98
NOTE- 21p.; Paper presented at the Ackerman Conference for Democratic Citizenship (West Lafayette, IN, July 18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Cultural Context; *Curriculum Enrichment; Elementary Secondary Education; Social Studies; Student Needs; *United States History; *Values Education
IDENTIFIERS- *Heroes; *Trade Books

This paper traces the apparent disillusionment of current American society as attributed to alleged misguided values and the neglect of effective citizenship education. Acknowledging that the schools' attempts at values education have encountered problems, this is still a mission of social studies education. The paper examines the spirit of heroism as an important step in teaching/promoting the values of effective citizenship and promotes utilizing the depth and accuracy of commercial trade books to supplement the limited conventional textbook. Six selected trade books by Milton Meltzer and Russell Freedman note the commonality and continuity of values demonstrated by six "traditional" American heroes. Contains 14 notes and 4 references. (Author/BT)

ED 426 924 SO 029 765

Sanchez, Tony R.
It's Time for Heroes, Again: Or Were They Ever Gone?
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Indiana Council for the Social Studies (Indianapolis, IN, March 13, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; Educational Needs; Elementary Secondary Education; *Public Opinion; *Qualitative Research; Social Studies; Surveys
IDENTIFIERS- Conceptual Analysis; Cross Generational Studies; *Heroes; *Heroines

A study examined the concept of the "hero" in a qualitative manner. It aimed to synthesize the subjects' personal

The Effects of Arts Education on Emotional Literacy.
PUB DATE- 98
NOTE- 45p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Comparative Analysis; Decision Making; Elementary Education; *Interpersonal Competence; *Multiple Intelligences; *Prosocial Behavior; *Student Reaction; Student Surveys
IDENTIFIERS- *Emotional Intelligence; Gardner (Howard); West Virginia

Human potential includes at least seven intelligences--only two, linguistics and mathematics/logic, typically are taught in elementary schools. Researchers in the field of multiple intelligences believe the arts represent the other intelligences, i.e.: music, spatial reasoning, kinesthetic, interpersonal, and intrapersonal. A study explored the relationship of arts education to emotional literacy, which includes interpersonal and intrapersonal intelligences. Much of an individual's success depends on the abilities generated within these latter two intelligences. Although schools have typically attempted to change undesirable behaviors through social programs, a growing body of evidence indicates a lack of success with this approach. Instead, arts education is being proposed by some social scientists as a means of developing positive self-esteem, self-expression, trust, self-acceptance, and acceptance of others. The positive effects of arts education on emotional literacy are observable but often not measurable. This study compared elementary school student responses at one school providing arts education and one that did not. A survey was administered to second through sixth graders at two West Virginia schools. The data revealed that students with education in the arts make more emotionally literate decisions and are more aware of their feelings and of the feelings of those around them. The judgment of educational systems to cut funding for arts education has deprived children of access to intelligences of equal importance to those currently taught in schools. (Contains 2 tables of data and 43 references). (Author/BT)

ED 426 944 SO 029 867

Owens, Jo; Cooney, Tamar
Strategies for Ensuring Gender Equity in the Classroom.
PUB DATE- 98
NOTE- 63p.; M.A. Action Research Project, Saint Xavier University, IL and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Behavior Modification; Class Activities; *Classroom Techniques; Grade 10; Grade 8; Middle Schools; Secondary Education; *Sex Fairness; Sex Role; *Student Participation; Student Surveys

This report describes a program promoting gender equity in classroom participation to ensure the active engagement of all students. Targeted population consisted of eighth-grade health classes and ninth and tenth grade biology classes. Gender inequities in class participation were documented by behavioral checklists, anecdotal records, and student attitude surveys. According to the literature, possible causes for the problem responses of the groups. The teacher survey is appended. (SM)

ED 426 963 SP 038 258

Illinois Teacher Salary Study 1997-1998.
PUB DATE- 98
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; School District Spending; School Districts; Tables (Data); *Teacher Employment Benefits; *Teacher Salaries; Teachers
IDENTIFIERS- *Illinois

This report presents data from the 1997-98 Illinois Teacher Salary Study, which has occurred annually since 1970-71. Part 1 presents Statewide Results. Part 2 offers Statewide Summary Tables by District Type and Size. Part 3 presents Individual Districts' Salary Schedule and Selected Policy/Provision Information. Part 4 includes Individual Area Vocational Centers' Salary Schedule and Selected Policy/Provision Information. Part 5 offers Individual Special Education Cooperatives' Salary Schedule and Selected Policy/Provision Information. Part 6 includes Policy Cost and Percent Board Paid for Fringe Benefits per Employee and Family. Highlights of the findings include: of Illinois' 898 regular public school districts, 97.8 percent have a teacher salary schedule; districts of larger enrollment size tend to adopt higher scheduled salaries than smaller districts; over 95 percent of Illinois school districts have a negotiated agreement; a total of 653 teacher organizations are affiliated with the Illinois Education Association, 189 are affiliated with the Illinois Federation of Teachers, and 15 are independent. Two appendixes include county names and code numbers and the Illinois Teacher Salary Study form for 1997-98. (SM)

ED 426 964 SP 038 259

Chandler, Donald S., Jr.
The Relationship between the Distrust of Whites and Safe-Sex Practices: A Pilot Study for Educating African Americans about HIV/AIDS.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Black Students; *College Students; *Comprehensive School Health Education; *Cultural Influences; Higher Education; Racial Bias; Racial Relations; *Sexuality
IDENTIFIERS- African Americans; *Safe Sex Practices

African Americans have been greatly affected by the AIDS epidemic. Experts have explored the cultural factors which may influence the effectiveness of HIV/AIDS prevention. This study investigated the impact of cultural mistrust, exploring the relationship between the distrust of whites and safe-sex practices among African-American college students. The sample consisted of 31 self-selected African American students at a historically black university in the middle Tennessee area. All participants were heterosexual and sexually active within the last 6 months. Most had only one sexual partner in the last 6 months; thirty participants were single and one was engaged.

Performance form. The assessment was designed to gather information about interns' experiences, field-based areas in which interns were involved, their potential as future administrators, their strengths and areas for further development, and recommendations for program enhancement. Results indicated that interns were placed in different positions and levels, with more than half placed as administrative assistants. Interns engaged in a variety of activities. Their field supervisors had high regard for them. Areas of demonstrated strength and ability included effective planning, organization, time management, human relations, oral communication, written communication, taking directions, using organization policies and procedures, and applying theory in educational administration. The supervisors believed the interns had the potential to perform a variety of roles at both central office and campus levels. Areas for further development included improved communication between university and school districts, longer internships, periodic assessments, and a balance between predetermined activities and flexibility to engage in other areas as well as between theory and practice. Supervisors were generally willing to continue supporting other interns. (Contains 23 references.) (SM)

ED 426 983 SP 038 281

Murray, Susan R.; Hillkirk, Keith
Entry Year Pilot Project: A Reflective Approach to Mentoring Ohio's Entry Year Teachers.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 98
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College Faculty; Elementary Secondary Education; Faculty Development; Higher Education; *Mentors; Preservice Teacher Education; Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- Praxis Series

This monograph describes Ohio University College of Education's Entry Year Pilot Project. The College of Education was awarded grant money to create and implement a mentoring program to help entry-year teachers through their first year and through the Praxis III assessment. The project involved beginning teachers, school-level mentors, and university-level consultants. Mentors completed workshops and training on mentoring and assessment. This monograph focuses on the proposed nature of the preparation and support for new teachers; current status of the preparation/support for new teachers; perceived effectiveness of the preparation/support for new teachers; perceived obstacles for effective preparation/support (and proposed solutions); financial implications of the preparation/support; institutional buy-in/support and awareness of the process; nature and quality of feedback of mentors in the preparation/support for new teachers; and direct evidence of entry year teacher progress during preparation/support for new teachers. The Entry Year Pilot Project was a positive learning experience for the College of Education faculty and partnership schools. The monograph presents 10 conclusions that should impact the Ohio Department of Education while piloting the Praxis III assessment process. The seven appendixes present quarterly reports of activities, participant profiles (beginning teachers and mentors), mid-year evaluation data, mid-

Europe; by-laws of Latin America; a country list by region; and Education International member organizations. (SM)

ED 427 003 SP 038 303

Lipka, Richard P., Ed.; Brinthaupt, Thomas M., Ed.
The Role of Self in Teacher Development. SUNY Series, Studying the Self.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Beginning Teachers; Career Choice; Elementary Secondary Education; *Faculty Development; Higher Education; Preservice Teacher Education; Self Concept; Self Evaluation (Individuals); Teacher Effectiveness; *Teacher Improvement; Teachers; *Teaching (Occupation)
IDENTIFIERS- Identity Formation

This book addresses the question of becoming a teacher from the perspective of the teacher's self and identity concerns. A common theme among all of the papers in the book is the importance of balancing the personal development of teachers with their professional development. There are eight papers in four parts. Part 1, "Selecting Teaching as a Career," includes (1) "Deciding to Teach" (Linda F. Tusin) and (2) "Deciding to Teach: Implications of a Self-Development Perspective" (Stanley J. Zehm). Part 2, "Becoming a Teacher: Preservice Education," includes (3) "Becoming a Teacher: The Person in the Process" (S. Vianne McLean) and (4) "Dimensions of Self that Influence Effective Teaching" (Gary D. Borich). Part 3, "The First Years of Teaching," includes (5) "Teacher Self-Appraisal and Appraisal of Self" (Les Tickle) and (6) "Identity and Induction: Establishing the Self in the First Years of Teaching" (Paul G. Schempp, Andrew C. Sparkes, and Thomas J. Templin). Part 4, "Reexamining and Affirming: The Master Teachers," includes (7) "Caring: The Way of the Master Teacher" (Karen J. Agne) and (8) "Effective Teachers: What They Do, How They Do It, and the Importance of Self-Knowledge" (Don Hamachek). An epilogue offers "How Can the Balance Between the Personal and the Professional be Achieved?" (Richard P. Lipka and Thomas M. Brinthaupt). (SM)

ED 427 004 SP 038 307

The Coach's Playbook Against Drugs. Portable Guide.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletes; *Athletic Coaches; *Drug Education; *Drug Use; Elementary School Teachers; Health Promotion; Intermediate Grades; Middle Schools; Secondary Education; Secondary School Students; Secondary School Teachers; *Student Behavior; *Teacher Responsibility; Teacher Student Relationship
IDENTIFIERS- Middle School Students; Risk Taking Behavior

This booklet helps coaches educate student athletes in middle, junior high, and high school about the dangers of drugs. Athletic coaches have a special relationship with athletes and other students but often underestimate their influence on them.

Needs Assessment; Personal Narratives; Program Development; *Research and Development Centers; Research Methodology; *Teamwork
IDENTIFIERS- Stakeholders; Stephen F Austin State University TX

At Stephen F. Austin State University (Texas), focus group research was conducted to determine research needs and to inform the development of a new educational research center. Four graduate research assistants and a professor in the Department of Educational Leadership formed a study group to review the literature on focus groups and methodology. Using the "Focus Group Kit" books (R. Krueger, Thousand Oaks, CA: Sage, 1998), the group developed questions, prepared materials, and completed five pilot sessions and reports on them. Biographical commentaries from the participants show how the individuals became a team. These personal narratives chronicle the development of a cohesive group of moderators for future research focus groups. (Contains 23 references.) (SLD)

ED 427 023 TM 029 372

Ediger, Marlow
Appraising the School Principal.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Evaluation; Evaluation Methods; Guidelines; *Portfolio Assessment; *Principals; *Self Evaluation (Individuals); *Teacher Administrator Relationship
IDENTIFIERS- *Organizational Climate Description Questionnaire

Suggestions are given for evaluation of school principals by teachers. In developing an evaluation instrument to appraise principal performance, one need not start from scratch. The Organizational Climate and Description Questionnaire (OCDQ) of Halpin and Crofts (1963) is a useful tool for pinpointing areas of strength and weakness. Four subtests of this instrument focus on principal behavior and relationships to teachers. The OCDQ is a starting point for an instrument developed to rate principals on a 5-point scale for each of 10 characteristics of the relationship with teachers. Results from either the OCDQ or another scale could be used by the principal to develop a portfolio. Some guidelines are offered for the construction of a professional portfolio by principals, both as a record of professional accomplishments and a self-evaluation tool. A portfolio is more subjective than traditional evaluation tools, but it is more authentic and has personal meaning for the developer. (SLD)

ED 427 024 TM 029 376

Smith, Neale
Lessons from a Comparative Study of Community Grant Programs in Alberta Health Authorities.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Canadian Evaluation Society (St. John's, Newfoundland, Canada, June 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Goodness of Fit; Item Response Theory; Models; *Responses; *Simulation; Test Coaching
IDENTIFIERS- Test Characteristic Curve

This study developed a model to simulate nonmodel-fitting responses in a computerized adaptive testing (CAT) environment, and to examine the effectiveness of the model. The underlying idea was to simulate examinees' test behaviors realistically. This study simulated a situation in which examinees are exposed to or are coached on test items before actual testing. The multidimensional item response theory (MIRT) (M. Reckase, 1985) model was adopted for this study. Test characteristic curves and the proportion of affected items administered to examinees were investigated. The results indicate that the probability of an examinee responding to an item correctly and the proportion of affected items administered to examinees were influenced by the severity and the number of affected items. The results also suggest that the proposed model might be an effective tool for investigating the issue of nonmodel-fitting responses in a CAT environment. (Contains 7 figures and 39 references.) (Author/SLD)

ED 427 043 TM 029 421

Barnette, J. Jackson; McLean, James E.
The Tukey Honestly Significant Difference Procedure and Its Control of the Type I Error-Rate.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Error of Measurement; Monte Carlo Methods; *Research Methodology; *Sample Size; Simulation
IDENTIFIERS- *Tukey Statistic; *Type I Errors

Tukey's Honestly Significant Difference (HSD) procedure (J. Tukey, 1953) is probably the most recommended and used procedure for controlling Type I error rate when making multiple pairwise comparisons as follow-ups to a significant omnibus F test. This study compared observed Type I errors with nominal alphas of 0.01, 0.05, and 0.10 compared for various sample sizes and numbers of groups. Monte Carlo methods were used to generate replications expected to provide 0.95 confidence intervals of /- 0.001 around the nominal alphas of 0.10, 0.05, and 0.01 for 42 combinations of n (5, 10, 15, 20, 30, 60, and 100) and numbers of groups (3, 4, 5, 6, 8, and 10). Means and standard deviations of observed Type I error rates and percentages of observed Type I errors falling below, within, and above the 0.95 confidence intervals were determined for total number of Type I errors. The results indicate that HSD is conservative relative to experimentwise Type I error control across all alpha levels, sample sizes, and number of groups. However, when per-experiment (total Type I errors) is of interest, HSD was liberal at alpha of 0.10 and 0.05, but was very conservative when alpha was 0.01. Results also point out the differences inherent in selection of a Type I error mode of

Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Constructivism (Learning); Elementary Education; *Inservice Teacher Education; Program Effectiveness; *Science Instruction; *Science Teachers; Space Sciences; Summer Programs; Tables (Data); Teacher Attitudes; *Teacher Evaluation; Workshops

IDENTIFIERS- *Alabama

Followup sessions were conducted for Alabama teachers who completed training in the "Exploring Space: The Classroom Connection" science teaching program in summer 1997. The effectiveness of these sessions was evaluated for 71 teachers. This analysis also allowed for a comparison of several basic concepts about science of the 1996 Alabama teachers with those teachers in the 1998 followup sessions. Most of the teachers taught prekindergarten through grade 5, but those teaching grades 6 through 8 were the second largest group. Most of the teachers were white, and most taught in predominantly rural settings. Findings indicate that, while teachers expressed agreement with the philosophy and basic premises of constructivism and process-based science instruction, they often appeared to have a confused understanding of the philosophy of constructivism. Teacher responses suggest that some of their actions are supportive of good science learning but that there are areas to target in order to increase science learning opportunities. Teacher responses also indicate that most science classrooms were teacher-driven rather than learner-centered. There were no significant differences between the 1996 followup group of teachers and those from 1998 for science concepts except for the Nature of Science domain. Teachers indicated an overall high degree of satisfaction with the followup sessions. Sharing sessions also demonstrated that teachers need collegial support and encouragement from other program participants to stay motivated throughout the year. Evaluation findings support the effectiveness of the program. Implications for future research into program effectiveness through student data are discussed. (Contains 18 tables and 14 references.) (SLD)

ED 427 064 TM 029 445

Uzat, Shaunna L.

Cognitive Coaching and Self-Reflection: Looking in the Mirror While Looking through the Window.

PUB DATE- 98

NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; Collegiality; Elementary Secondary Education; *Faculty Development; *Supervision; Teacher Administrator Relationship; *Teachers

IDENTIFIERS- *Coaching; Renaissance Schools; *Self Reflection

The usefulness of cognitive coaching in teacher professional development is discussed, tracing the history of supervision and the evolution of cognitive coaching. Educational reform has acknowledged the need to help teachers grow professionally for some time, and the notion of teachers working with other teachers is documented in supervision literature. Within this realm, coaching is viewed as having positive impact on the implementation of skills acquired in training settings and

(150)
DESCRIPTORS- *Effect Size; *Meta Analysis; *Reliability; *Scores; *Test Theory; Testing Problems
IDENTIFIERS- *Alpha Coefficient

This paper discusses the fact that reliability is about scores and not tests and how reliability limits effect sizes. The paper also explores the classical reliability coefficients of stability, equivalence, and internal consistency. Stability is concerned with how stable test scores will be over time, while equivalence addresses the relationship between various forms of a test. Coefficient alpha is one of the common ways to describe the internal consistency of a test. The features that influence coefficient alpha are described, and the new "reliability generalization" meta-analytic technique is also summarized. (Contains 3 figures and 13 references.) (SLD)

ED 427 084 TM 029 467

Burdenski, Thomas
A Review of the Latest Literature on Whether Statistical Significance Tests Should Be Banned.
PUB DATE- 99
NOTE- 35p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Hypothesis Testing; Literature Reviews; Social Science Research; *Statistical Significance
IDENTIFIERS- *Null Hypothesis; Research Replication

Controversy over the merits of Null Hypothesis Statistical Significance Testing (NHST) as a tool for advancing knowledge in the social sciences has intensified in recent years. Literature for and against the use of statistical significant tests is reviewed and three major limitations of these tests are summarized. The first is that "p" values themselves cannot be used as indices of effect size. A second limitation is the recognition that unlikely results are not necessarily interesting or important. A third limitation is that "p" values do not bear on the important issue of result replicability because statistical tests do not test the possibility that sample results occur in the population. A summary is also presented of what NHST can and cannot do. (Contains 1 table and 48 references.) (SLD)

ED 427 085 TM 029 468

Shiarella, Ann Harris; McCarthy, Anne M.; Tucker, Mary L.
Refinement of a Community Service Attitude Scale.
SPONS. AGENCY- Ohio Univ., Athens.; Colorado State Univ., Ft. Collins.
PUB DATE- 99
NOTE- 53p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *College Students; *Community Services; Factor Analysis; Factor Structure; Higher Education;

home state; and provision of financial aid to middle income families. The report identifies factors that influenced the establishment of these programs, including increases in college costs, reductions in the share of public college revenues from state appropriations, and changes in the type and sources of financial aid. An evaluation of Georgia's program notes that: (1) more students from low-income families are applying for federal Pell Grants (required of HOPE applicants from low-income families); (2) both high school grades and college entrance examination scores have improved; and (3) HOPE recipients (in comparison with similar students) have earned more college credits, have higher grade-point averages, and are less likely to drop out of college. A table that compares all seven programs is included. (Contains 10 references.) (DB)

ED 426 654 HE 031 803

Student Loans: Improvements in the Direct Loan Consolidation Process.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Efficiency; *Federal Aid; Federal Programs; Higher Education; *Loan Repayment; Organizational Effectiveness; Program Administration; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Student Loan Consolidation Program

This report describes progress in addressing problems identified earlier in the process of consolidating student loans under the William D. Ford Federal Direct Loan Program (FDLP) or the Federal Family Education Loan Program (FFELP). Consolidation loans allow borrowers to extend their repayment periods and may combine loans under either or both programs. The evaluation involved interviews with four FFELP lenders about their experiences with the Department of Education (ED) and its contractor for loan consolidations, analysis and collection of data on borrower experiences under the original and updated (as of December 1997) FDLP servicing system, and analysis of ED data on consolidation application processing and data transmission. The four lenders reported that the consolidation process has improved, with fewer duplicate requests and incorrect payments. Progress in resolving problems in transmitting data to the FDLP servicing system and in time needed to process consolidation applications was also reported. Attached enclosures include detailed data on application processing time and the formal response of the Department of Education, which notes additional changes the Department has made or plans to make to the consolidation process. (DB)

ED 426 655 HE 031 804

Copeland, H. L.; Hewson, M.; Weiker, G.
Consumer Evaluation of Educational Programs: Using Questionnaires Completed by Alumni.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For a related document, see HE 031 805.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

(055),Numerical/Quantitative Data (110)
DESCRIPTORS- Compliance (Legal); *Data Collection; Eligibility; Higher Education; *Loan Default; Loan Repayment; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Family Education Loan Program; *Federal Direct Student Loan Program

This guide, which is sent to postsecondary schools, provides them with draft cohort default rates for student loans under the Federal Family Education Loan (FFEL) Program and the William D. Ford Federal Direct Loan Program. The guide is intended to assist schools in understanding how a cohort default rate is calculated, reviewing loan record detail reports, submitting draft data challenges, understanding the replies received in response to a school's draft data challenge, and submitting participation rate index challenges. The guide's six sections address the following topics: (1) cohort default rates (rate types, calculations, time frames, special circumstances); (2) loan record detail report (the importance of reading the LRDR and a detailed explanation of LRDR components); (3) challenging draft data (qualifying, timing, submitting); (4) participation rate index challenges (qualifying, timing, submitting); (5) information for guaranty agencies on draft data challenges (types of allegations, timing, responding); and (6) official cohort default rate overview (consequences associated with the official CDRs, sanctions, and appeals). Five appendices provide information on FFEL program contacts, Direct Loan Program contacts, Department of Education contacts, abbreviations and acronyms, and a form for submitting comments on the guide. (DB)

ED 426 675 HE 031 833

AGB Statement on Institutional Governance. Board Basics: The Fundamentals.
PUB DATE- 99
NOTE- 17p.; "Adopted by the AGB Board of Directors November 8, 1998."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Presidents; *Decision Making; Educational Trends; *Governance; *Governing Boards; Higher Education; Trend Analysis
IDENTIFIERS- *Association of Governing Boards of Univs and Colls

This statement offers guidelines, principles, and recommended practices for governing boards at institutions of higher education. First, some facts and perceptions such as the increase in number of part-time or adjunct faculty, failure of state funding to keep pace with cost increases, and public demands for greater accountability are identified. Among seven principles highlighted are the following: the ultimate responsibility for the institution rests in its governing board; boards should ensure that institutions' fiscal and managerial affairs are properly administered; and all internal stakeholder groups should be heard on governance issues. The following six standards of good practice are recommended: (1) governing boards should state explicitly who has the authority for what kinds of decisions; (2) boards and chief executives should establish deadlines for consultative and decision-making processes; (3) the board should support the chief executive while expecting candor and full information in return; (4) governing boards should assess the chief executive's performance fully and regularly; (5) boards should work to minimize ambiguous or overlapping areas of authority; and (6)

ED 426 694 IR 019 428

Internet Access in Public and Private Schools. Indicator of the Month.
PUB DATE- 99
NOTE- 3p.; Extracted from "The Condition of Education, 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Information; Computer Networks; *Computer Uses in Education; Educational Technology; *Elementary Secondary Education; Information Services; *Internet; *Private Schools; *Public Schools; Statistical Analysis; Statistics
IDENTIFIERS- *Access to Computers; Connectivity; National Center for Education Statistics

This brief examines patterns of Internet access in schools. Highlights include: (1) Between fall 1994 and 1997, Internet access in public schools increased from 35 to 78 percent, but in fall 1997, 27 percent of instructional rooms had Internet access; (2) in fall 1995, public schools were more likely to have Internet access than private schools (50 versus 25 percent) and public schools had a higher percentage of instructional rooms with Internet access than private schools (8 versus 5 percent); (3) public schools with a high percentage of low income students (71 percent or more of students eligible for free or reduced-price lunch) were less likely than schools with a low percentage of low-income students (less than 11 percent of students eligible for free or reduced-price lunch) to have Internet access in fall 1997; (4) in fall 1997, public schools with a high minority enrollment (50 percent or more) had a lower rate of Internet access than public schools with a low minority enrollment (less than 6 percent); and public schools with a high minority enrollment had a smaller percentage of instructional rooms with Internet access than public schools with a low minority enrollment; and (5) in both public and private schools with Internet access, teachers were more likely than students to have access to e-mail, news groups, resource location services, and the World Wide Web. A table showing percentage of public schools and instructional rooms with Internet access, by selected school characteristics (fall 1994-97) and two charts indicating Internet access in public schools (1994-97) are also provided. (AEF)

ED 426 695 IR 057 250

Wick, Robert L., Ed.; Mood, Terry Ann, Ed.
ARBA Guide to Biographical Resources 1986-1997.
PUB DATE- 98
NOTE- 604p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biographies; Criticism; Evaluation Criteria; Library Collection Development; Library Material Selection; *Reference Materials; *Resource Materials; Selection Tools

This guide provides a representative selection of biographical dictionaries and related works useful to the reference and collection development processes in all types of libraries. Three criteria were used in selection: (1) each item included was published within the past 12 years; (2) each item has been included in American Reference Books Annual (ARBA) or has been selected due to the importance of the work; and (3) each item contains substantial biographical information. A total of 1,180 titles are listed; each entry gives complete bibliographical

ED 426 712 IR 057 279

Bradburn, Frances Bryant
Output Measures for School Library Media Programs.
PUB DATE- 99
NOTE- 95p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Data Collection; Elementary Secondary Education; *Learning Resources Centers; *Library Administration; Library Development; *Library Services; Program Development; *School Libraries; Staff Development
IDENTIFIERS- *Output Measurements; Output Measures for Public Libraries; *Output Performance Measures

This book provides a format for taking information traditionally collected by library media specialists and showing how it can be used to examine existing programs or to document the need for a program change. Field-tested in several school districts, this new tool includes all the necessary forms and worksheets school media specialists will need to build and strengthen current programs or to protect them in times of potential cutbacks. This handbook includes output measures for media center use, materials use, materials availability, teaching availability, and staff development opportunities. The book is divided into two main sections. The first section "Choosing and Using the Measures" defines and explains the measures themselves. A chapter is devoted to each of the following: use measures, access measures (resource availability measures), and access measures (media specialist availability measures). The second section "Output Measures in Action" contains three case studies that simulate the data-gathering and presentation process. At the end of each chapter, a "Measure at a Glance" box summarizes the use of the measure, shows how to calculate it and, when appropriate, refers to a case study that illustrates its use. A "Quick Reference Guide to All Output Measures" is found on the inside covers. (Contains an index.) (AEF)

ED 426 713 IR 057 280

Hurst, Carol Otis; Otis, Rebecca
Using Literature in the Middle School Curriculum.
PUB DATE- 98
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Discussion (Teaching Technique); *Elementary School Curriculum; Fiction; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; *Literature; *Middle Schools; Nonfiction; Novels; Reading Materials; Teaching Methods

This book brings together the methods and philosophy for the extensive use of trade books in the middle school curriculum. Novels, picture books and non-fiction materials are summarized. A section on classroom techniques presents an investigation and description of some classroom organizational and management systems and techniques to facilitate the use of literature as a

ED 426 733 JC 990 062

Ediger, Marlow
Improving Community College Teaching.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Educational Objectives; *Instructional Effectiveness; Instructional Improvement; *Learning Strategies; Student Attitudes; Teacher Improvement; Teaching Methods; Two Year College Students; Two Year Colleges

This paper presents ten principles of learning in the curriculum that help community college instructors refine their teaching techniques. The principles focus on increasing student comprehension and direct instructors to: (1) foster student interest in curriculum activities; (2) attach meaning to what they teach; (3) emphasize purpose or reason for learning; (4) offer a quality sequence of related learning opportunities; (5) develop problem-solving skills in students; (6) teach critical thinking; (7) stress creative thinking in ongoing lessons and units of study; (8) promote positive attitudes in students toward learning; (9) be available for conferences and office hours; and (10) encourage student evaluation of courses and teaching. Another suggestion for improving instructor technique is the implementation of a quality in-service education program that contains the following elements: (1) a professional library for community college instructors, where they may research ways of improving method; (2) faculty meetings, at which sessions in improving curriculum and teaching are offered; and (3) locally developed workshops on bettering instruction. The paper concludes with the assertion that community college teachers need to make use of these principles of learning and make their primary goal to guide students in achieving optimum learning. (AS)

ED 426 734 JC 990 063

Godbey, Cathy
Mathematics Anxiety and the Underprepared Student.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Aptitude; Higher Education; Learning Strategies; *Mathematics Anxiety; Mathematics Instruction; School Phobia; *Student Behavior; Student Motivation; *Student Needs; Teacher Student Relationship; *Teaching Methods

This article discusses the symptoms and causes of math anxiety, and preventative measures that teachers can use to alleviate the stress some students experience in mathematics problem solving. Mathematics anxiety is defined as "feelings of tension and anxiety that interfere with the manipulation of numbers and the solving of mathematical problems in a wide variety of ordinary life and academic situations." The symptoms of math anxiety can include nausea, a hot tingling feeling, extreme nervousness, an inability to hear the teacher, a tendency to

ED 426 754 JC 990 088

External Strategic Planning Conference.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; *Educational Change; Educational Environment; Futures (of Society); Institutional Mission; *Multicampus Colleges; *School Community Relationship; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

In response to a community reputation that has grown increasingly negative, the Los Angeles Community College District (LACCD) devised a strategic plan in 1998 to improve its programs and services and assure the educational success of its students. The planning process involved several steps: (1) revisiting the district mission statement; (2) defining the external entities that affect the district; and (3) requiring each participant in the project to state what personal values led them to work in the district, what they believe is the district's most serious weakness, and where they would like to see the district in three years. The document discusses each of these steps in detail, as they pertain specifically to LACCD. It also describes SWOT analysis, a brainstorming process that helped identify the strengths, weaknesses, opportunities, and threats to the district. This activity helped pinpoint six areas in need of improvement: (1) internal; (2) facilities; (3) revenue enhancement; (4) legislative; (5) marketing; and (6) operation. For each of these subgroups, the action plan specified at least two urgent proposals requiring immediate action, a concise statement of the issue, and a process for timely implementation. Includes a list of participants and their comments during the brainstorming activity and after the planning process. (EMH)

ED 426 755 PS 026 316

Innovations in Detroit Head Start. Videotape .
PUB DATE- 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Childhood Needs; Classroom Environment; *Educational Change; Parent School Relationship; Preschool Education; Preschool Teachers; *Staff Development; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- Michigan (Detroit); *Project Head Start; *Reggio Emilia Approach

The Reggio Emilia approach to early childhood teaching is based on curriculum and teaching practices developed in the preschools of Reggio Emilia, Italy. This video highlights an ongoing Detroit, Michigan Head Start staff development project, inspired by the Reggio Emilia approach. The staff development program was launched in consultation with Reggio Children, and is sponsored by the Merrill-Palmer Institute of Wayne State University and the Head Start Division of the Detroit Human Services Department. The 16-minute video is organized around the principles of the Reggio Emilia approach, including focus on children's self expression through graphic representation, came under several areas: (1) program description, including training goals and trainees' characteristics; (2) program philosophy; (3) program goals, including the explicitness of goal statements, intended populations, and consistency; (4) training curriculum content, including topics covered, information on content, process, and procedure, and the balance and consistency of content; (5) training process, including consistency with adult learning principles, teaching strategies, duration and number of training sessions, setting, and group size; (6) design of materials, including organization and text accuracy; and (7) acknowledgment of cultural diversity, including explicitness of recognition, customs and traditions, language, parenting styles, gender, and socioeconomic status. (Two appendices list the family support training curricula and profile the family support programs. Contains 10 references.) (Author/KB)

ED 426 774 PS 027 232

Lauderdale, Katherine Lynn, Ed.; Bonilla, Carlos A., Ed.
Minefields in the Way: Growing Up in America. Second Printing. Revised.
PUB DATE- 98
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adolescent Development; *Adolescents; Autism; Bullying; Deafness; Depression (Psychology); Elementary Secondary Education; Happiness; *Individual Development; Peer Influence; *Psychological Characteristics; *Puberty; Self Esteem; Student Motivation
IDENTIFIERS- Adolescent Attitudes; Adolescent Behavior

Responding to the need to help children successfully make the transition from childhood to adolescence, this collection of articles examines specific obstacles children face in today's society, along with methods to address them. Following an introductory essay, the articles are: (1) "Adolescent Angst" (Browing, Castro, Difuntorum, and Helms), examining issues of developing self-esteem, peer pressure, competition, and puberty; (2) the poem "How We Are" (Schreiber) and article "Deaf and Dumb?: Adhering to Misconceptions" (Ballard, Garcia, Kelly and Walker), which attempt to dispel myths concerning deafness; (3) "Anne-Marie and Michael: Two Siblings with Autistic Disorder" (Lauderdale and Sellers), illustrating the use of behavior modification with autistic children; (4) "Adolescent Depression: Crisis in Our Schools" (Chamberlain, Gee, McFarland, and Reed), describing teenage depression, identifying suffering individuals, and strategies for dealing with depression in the classroom; (5) "I Had Been Married Two Months When My Husband Had Me Committed" (Ball, Berger, Losch, and Roberson), providing a case study of bipolar disorder and treatment options available; (6) "Grab that Bully by the Horns: What Makes Bullies Tick?" (Jenness and others), examining the evolution of the bully, parents of bullies, victims, and intervention; (7) "Flipping the Script: Children's Views on Bullying Behavior" (Agardy and others), providing children's views on bullies and how schools can control the bully; (8) "Children Raising Children" (Gikas), addressing the issue of teenage pregnancy; (9) "Teenage Pregnancy: Truth-Consequences" (Bonilla), examining pregnancy from the teen point of view; (10) "How Are We Happy? Genetic vs. Environmental" (Gower, Swanson, and Van Wieren), examining issues which affect happiness; and (11) "School Stinks: I Dare You To Motivate discusses grading, and describes the Even Start program. The Spring 1998 issue examines the mismatch in culture and expectations of early childhood and elementary education, preparing children for kindergarten, and ensuring that schools are ready for children. The Summer 1998 issue focuses on preventing reading difficulties, and includes discussion of the 100 most frequent words in beginning readers' books. The Fall 1998 issue includes a portion of a position statement on early reading and writing. (KB)

ED 426 793   PS 027 278

Blank, Helen
Helping Parents Work and Children Succeed: A Guide to Child Care and the 1996 Welfare Act.
SPONS. AGENCY- Ford Foundation, New York, NY.; Travelers Companies Foundation, Hartford, CT.
PUB DATE- 97
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; *Children; *Day Care; Day Care Centers; Early Childhood Education; Employment Opportunities; Employment Services; *Family Work Relationship; *Parents; Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Care and Development Block Grants; Child Care Legislation; *Child Care Needs; Childrens Defense Fund; Temporary Assistance for Needy Families; *Welfare Reform; Welfare to Work Programs

Drawing on the major implications for the future of child care across the country due to recent welfare reform, this report examines the many options that policymakers may consider and presents recommendations for policy choices that address both workforce development and child development issues. Key child care issues related to implementing the new Temporary Assistance for Needy Families (TANF) Block Grant and the new Child Care and Development Block Grant (CCDBG) now facing states and children's advocates are identified. Part one of the report discusses key issues of funding for child care and strategies for increasing funding. Part two describes the child care related decisions connected to the TANF Block Grant. Part three discusses strategies for ensuring that advocates have a voice in the CCDBG state plans and issues that are likely to be addressed in the plan, ranging from subsidy policies to investing in improving the quality and building the supply of child care. In addition to the checklist of key steps, the appendices include a summary of the child care provisions in the CCDBG and TANF, as well as state specific information that will be helpful in the implementation of the new CCDBG and the child care related provisions of TANF. (SD)

ED 426 794   PS 027 279

Finlay, Belva; Blank, Helen; Poersch, Nicole Oxendine
Head Start: Helping Families Move from Welfare to Work.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Annual Reports; Child Health; Comprehensive School Health Education; Elementary Secondary Education; Health Programs; Health Promotion; Program Evaluation; *School Health Services; *State Programs
IDENTIFIERS- *Louisiana; School Based Clinics; *School Based Health Clinics; School Based Services

Louisiana's School-Based Health Center (SBHC) Program, the Adolescent School Health Initiative, has reached its fifth year of full program implementation. This report aims to educate community leaders, service providers, and the general public on the variety of roles SBHCs perform and the contribution they make to the health and well-being of the state's youth. Section 1, "Program Highlights & Overview," details the history of the program and how it has expanded from 5 sites in 1993 to 30 sites that serve 65 schools in 14 parishes. In addition, this section discusses the collaborative efforts that have emphasized coordinated school health programs, continuous quality improvement, and intergovernmental cooperation. Section 2, "Who Visits SBHCs and Why," graphically displays why students visit SBHCs. This section also lists site locations, sponsoring agencies, insurance status of patients, and funding sources of SBHCs. Section 3, "Louisiana SBHC Profiles," contains descriptive information on each SBHC, including names of their participating community members and partners, staff, and sponsors. Appendices include definitions of the categories of conditions by which SBHC data are coded, the text of the state law that created the program, and the 1997-98 financial statement. (EV)

ED 426 813 PS 027 321

Sharman, Phil, Ed.
Child Support Report, 1998.
PUB DATE- 98
NOTE- 97p.; For 1997 reports, see ED 419 589.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Support; *Child Welfare; Children; Computer Assisted Instruction; Divorce; Fathers; Parent Child Relationship; Parent Responsibility; Parents; State Programs; State Regulation; Welfare Services
IDENTIFIERS- *Child Support Enforcement; Interstate Child Support; Interstate Cooperation; Noncustodial Parents; Paternity Establishment; Welfare Reform

This document is comprised of the 12 monthly issues of the 1998 "Child Support Report," which explores problems related to child support enforcement, reports on federal and state government child support enforcement initiatives, and summarizes research related to child support. Editorials and information on events and conferences of interest and funding opportunities are featured regularly. Major topics include: (1) the effects of divorce on children, and the Federal Parent Locator Service (January); (2) Connecticut's child support campaign, and nonresident parents' characteristics and child support (February); (3) reorganization of the Office of Child Support Enforcement, and interagency collaboration (March); (4) computer-based training for child support (April); (5) child support office safety, and state court involvement in support programs (May); (6) privatization of support services, and support enforcement programs among Indian tribes (June); (7)

questionnaire and results, and references.) (SV)

ED 426 831 RC 021 792

Flora, Cornelia Butler
Community Building for a Healthy Ecosystem.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agribusiness; Agricultural Education; *Community Influence; *Conservation (Environment); *Educational Needs; *Environmental Education; Incentives; Land Grant Universities; Land Use; Peer Influence; Rural Areas; *Rural Extension; Sanctions; *Social Control; Socialization
IDENTIFIERS- Environmental Awareness

People act in environmentally sound ways for many reasons, but the best motivation is wanting to act in the public good and knowing how to do it. Education and socialization internalize socially responsible behavior. Land grant university education and extension are based on internalizing the right thing to do and learning the right way to do it. Formal and informal education can help people appreciate the environment and its important ecological functions, as well as teach them how to work with and enhance those ecological functions. When internalization is absent, peer pressure may result in positive or negative actions toward the environment. However, community counts in terms of environmental quality and may turn peer pressure from a negative to a positive. When internalization and peer pressure do not work, economic incentives or penalties may encourage land managers to practice conservation. Force is the final and most costly mechanism for preventing environmentally damaging behavior. Internalization and peer pressure work well with farmers in an agrarian environment but not with those who live elsewhere and make decisions about environmental practices. If education for ecological health is going to improve ecosystem health, we must rethink whom we are talking to and why we are talking to them, and we must think more in terms of actors who are not rooted in place and who have various relationships to land, labor, and capital. Both farm managers and the bankers who loan them money must be educated about environmentally sustainable practices and how they can be profitable. (SV)

ED 426 832 RC 021 793

Battle, Jennifer; Menchaca, Velma D.
Recognizing Writers and Illustrators of Mexican American Children's Literature.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association of Hispanic and Latino Studies (Houston, TX, February 9-14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; Awards; Books; *Childrens Literature; *Cultural Awareness; Cultural Relevance; Ethnic Stereotypes; *Evaluation Criteria; *Mexican American Literature; Selection; Self Concept

ED 426 851 SE 061 204

Ridgway, James
From Barrier to Lever: Revising Roles for Assessment in Mathematics Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Policy; Elementary Secondary Education; Evaluation Methods; Knowledge Base for Teaching; *Mathematics Education; Mathematics Teachers; *Science Education; *Student Evaluation
IDENTIFIERS- *Systemic Educational Reform; University of Wisconsin Madison

This brief presents the case for the reform of assessment systems as an essential component of systemic reform. The scope includes ways to share conceptual understanding among all stakeholders in the educational system, ways to evaluate the impact of systemic reforms in terms of student attainment of relevant goals, and ideas on how assessment can play a major role in guiding systemic reform. The formidable body of work done to develop new assessment systems is described. The ideas contained in this brief are generic and equally applicable to science education. (Author/DDR)

ED 426 852 SE 061 265

Summary of Policies: What the Association Thinks To Help You Plan, Teach, Negotiate, Manage.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - General (130)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; Higher Education; Partnerships in Education; Professional Development; Science Curriculum; *Science Education; Science Teachers; Scientific Literacy; Sex Differences; Student Evaluation; Teacher Education; Technology Education
IDENTIFIERS- Great Britain

This document contains a summary of the policies adopted by the Association for Science Education (ASE). These policies are applicable to teachers of science at all levels in all formal places of learning in Great Britain. Summaries of policy statements pertaining to quality in science education, a flowchart that provides an overview of these policies, the place of science in a balanced curriculum, values and science education, initial teacher education, continuing professional development, science technicians, learning and teaching, assessment, class size, information and communication technologies, the public understanding of science, environmental education, instructional design and technology, governors and science education, partnerships between industry and education, science education and the community, access to science education, and gender and science education are included. (DDR)

ED 426 853 SE 061 276

computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Connecticut on the NAEP mathematics scale was 226 compared to 217 nationwide; for Connecticut eighth-grade students the average proficiency was 273 compared to 266 nationwide. (ASK)

ED 426 870 SE 062 164

NAEP 1992 Mathematics State Report for Delaware. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Delaware; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Delaware, 2,040 fourth-grade students in 44 public schools and 1,934 eighth-grade students in 28 public schools were assessed. This report describes the mathematics performance of Delaware fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Maryland, 2,844 fourth-grade students in 110 public schools and 2,399 eighth-grade students in 95 public schools were assessed. This report describes the mathematics performance of Maryland fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Maryland on the NAEP mathematics scale was 216 compared to 217 nationwide; for Maryland eighth-grade students the average proficiency was 264 compared to 266 nationwide. (ASK)

ED 426 882 SE 062 176

NAEP 1992 Mathematics State Report for Massachusetts. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 207p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Massachusetts; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In North Dakota, 2,193 fourth-grade students in 116 public schools and 2,314 eighth-grade students in 70 public schools were assessed. This report describes the mathematics performance of North Dakota fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in North Dakota on the NAEP mathematics scale was 228 compared to 217 nationwide; for North Dakota eighth-grade students the average proficiency was 283 compared to 266 nationwide. (ASK)

ED 426 894 SE 062 188

NAEP 1992 Mathematics State Report for Ohio. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Ohio; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Wyoming, 2,605 fourth-grade students in 143 public schools and 2,444 eighth-grade students in 54 public schools were assessed. This report describes the mathematics performance of Wyoming fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Wyoming on the NAEP mathematics scale was 224 compared to 217 nationwide; for Wyoming eighth-grade students the average proficiency was 274 compared to 266 nationwide. (ASK)

ED 426 906 SE 062 200

NAEP 1992 Mathematics State Report for Guam. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 208p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Guam; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of definitions of the concept in a "consensus" definition and to compare and contrast stated heroes/heroines across generational lines for notable trends or patterns. Subjects, 80 persons (40 males and 40 females) who ranged in age from 10 to 90 years old were divided into four life span phases based upon their ages and interviewed separately. Each subject was asked to define the term "hero/heroine" and to name any personal heroes/heroines and why they were chosen. The majority of the younger subjects in phase 1 and several of the subjects in phase 2 viewed their heroes in terms of fortune and fame, choosing mostly media and sports figures. The older subjects in phases 3 and 4, with the advantage of being able to look back over two or three life phases, took a far more comprehensive look at their heroes and their definitions. The humanitarian factor consistently appeared as comments forging a norm for their definitions. Many of these older subjects also noted that the school environment had established and nurtured many of the heroes described as "traditional" during the phase 1 years of their lives. Through the promotion of "real" heroes, social studies educators are in a prime position to assist their students in developing an understanding of citizenship and its 21st century responsibilities. (Contains 5 tables of data and 23 references; appended is an alphabetical listing of heroes/heroines by category.) (BT)

ED 426 925   SO 029 766

Byer, John L.
Students' Responses to Active Instructional Approaches in a Social Studies Methods Course.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Higher Education; Instructional Effectiveness; Methods Courses; *Social Studies; *Student Evaluation of Teacher Performance; *Student Reaction; Teacher Education; Teaching Methods
IDENTIFIERS- Active Teaching Behaviors; Student Opinions About Instructional Procedures

A study investigated the effects of actively involving students in a social studies methods class on instructor evaluations given by students. Subjects were 30 undergraduates who were all elementary education majors except for one special education major. Subjects (27 female and 3 male) ranged in age from 21 to 53 years old. The experimental method involved students of two social studies methods classes (one taught by a passive instructional approach, the other by an active instructional approach) filling out course and instructor evaluation summaries that were distributed by the College of Education and Psychology. Findings were that students from the methods class taught by an active instructional approach gave the instructor statistically significant higher mean rankings on the questions of instructor's ability to promote understanding of principles underlying the subject matter and instructor's performance compared to other instructors' performance than the mean rankings given by students to the instructor of the passive methods class. Findings suggest that instructional approaches that actively involve social studies methods students in creatively utilizing course skills may advance students' include development of gender roles in which females tend to have lower self esteem, fewer teacher contacts, and higher anxiety levels than males. Behavioral checklists revealed that boys were receiving more teacher attention, made more declarative statements, and exhibited more disruptive behavior than girls. A review of solution strategies presented in the literature, combined with an analysis of the problem setting, resulted in development of a 3-point plan of action. The first intervention examined the existence of the problem, and classroom procedures were then established to ensure equal participation. The second intervention was to develop activities that encourage increased participation by girls. Finally, students received direct instruction in cooperation and participation. Post-intervention data indicated an increase in the level of girls' participation, a decrease in disruptive behavior by all students, improvement in targeted social skills, and equal distribution of teacher time and attention by gender. Appendices contain various materials used in the project, including surveys, checklists, and rubrics. (Contains 7 tables of data, 6 figures, and 39 references.) (Author/BT)

ED 426 945 SO 029 868

Klopcic, Karen
Improving the Involvement of Secondary Art Students through an Increased Emphasis on Motivational Techniques.
PUB DATE- 98
NOTE- 75p.; M.A. Action Research Project, Saint Xavier University, and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Activities; *Art Appreciation; Art Education; *Cooperative Learning; *Field Trips; High Schools; Motivation Techniques; *Student Motivation; Student Surveys; *Tutoring
IDENTIFIERS- Illinois (Central)

This report describes a program for increasing the level of motivation in art which currently interferes with the understanding and appreciation of art as it relates to career choices, and the quality and quantity of artistic products. Targeted population consists of high school students in a predominantly white, middle class community in rural central Illinois. The problems of lowered understanding and appreciation of art and the artistic product quality and quantity was documented through teacher observation, student surveys, and assessments of artistic products and evaluations. Analysis of probable cause data revealed little or no exposure of students to art in the elementary schools and no close proximity of art museums to the target school. Literature-based data revealed family problems, little parental involvement in a child's education, and failure of the larger society to appreciate and value the arts. A review of solution strategies suggested by knowledgeable others resulted in the selection of four major categories of intervention: cooperative learning strategies, development of multiple intelligences, field trips, and peer and cross age tutoring. Post-intervention data indicated an increase in students' participation in class activities, an improvement in their motivation level, and an increase in critical thinking skills. Data also revealed a better awareness of the carry-over value of art skills in the job market, an improvement in mastery of social skills, and better use of learning strategies. (Contains 12 figures, a table, and 23 references. Appendices contain surveys and

None reported having HIV or AIDS. However, seven reported knowing someone with HIV or AIDS. Three-quarters had attended an HIV/AIDS presentation, and 61 percent of those presentations were facilitated by African American health providers. Students completed the Behavior subset from the AIDS Knowledge, Feelings, and Behavior Questionnaire, which measured safe-sex practices. They also completed the Cultural Mistrust Inventory, which measured mistrust of whites by African Americans. Data analysis indicated that there was a modest negative correlation between cultural mistrust and safe-sex practices. The study concludes with five recommended topic areas to reduce cultural distrust in HIV/AIDS prevention. (Contains 13 references.) (SM)

ED 426 965 SP 038 260

Carr, Maureen Sherry; Braunger, Jane
The Curriculum Inquiry Cycle: Improving Learning and Teaching. Examining Current Practice.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 32p.; For related document, see SP 038 261.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Quality; Elementary Secondary Education; Excellence in Education; *Faculty Development; *Inquiry; *Teacher Attitudes; Teacher Effectiveness; *Teacher Improvement; Teachers
IDENTIFIERS- Reflective Thinking

This monograph describes the Curriculum Inquiry Cycle (CIC), focusing on the first phase. The CIC is a professional development process that supports educators in making curriculum and instruction decisions responsive to state standards, local needs, and student characteristics. The process is designed to improve learning and teaching, with the classroom as the central focus. There are four phases in the CIC: Examining Current Practice; Making Decisions; Creating Optimal Learning Environments; and Researching Our Classrooms. Teams of teachers and administrators from a school or district engage in the CIC either onsite during the school year, in a 5-day summer institute, or in a combination of the two. This monograph presents an overview of the CIC, an introduction to the subject, a discussion of the CIC, and a focus on the first phase of the cycle: Examining Current Practice. This phase invites teachers into conversation with colleagues about the ways that they support student learning in their classrooms. The monograph presents an overview of seven activities for examining current practice: metaphors for teaching; changing core educational practice; exploring ideas about learning; snapshots of other teachers' practice; team sharing of current classroom practice; team belief statements; and exploring current theory and research on learning. An appendix offers participant handouts for the pre-workshop activity and the seven workshop activities. (Contains 11 references.) (SM)

ED 426 966 SP 038 261

Carr, Maureen Sherry; Braunger, Jane
The Curriculum Inquiry Cycle: Improving Learning and Teaching. An Overview.
SPONS. AGENCY- Department of Education, Washington, DC.

year evaluation survey, case study, and financial disclosure. (SM)

ED 426 984 SP 038 282

Tomic, Welko; Brouwers, Andre
Idea Generating among Secondary School Teachers.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Creative Thinking; Foreign Countries; Secondary Education; *Secondary School Teachers; *Teaching Conditions
IDENTIFIERS- *Idea Generation; Netherlands; *Teacher Thinking

This study investigated where and how secondary school teachers generated ideas linked to their work environment. A group of 146 teachers from 20 secondary schools in the Netherlands completed an adapted version of Geschka's questionnaire, which focused on (1) teachers' preferred conditions, environments, media, people, and activities before the moment of idea generation; (2) teachers' environments, time, and situation during the moment of idea generation; and (3) teachers' activities and next steps after the moment of idea generation. Results indicated that before the moment of idea generation, teachers preferred a quiet, relaxing environment. For inspiration, they went to lectures, seminars, and colleagues. They found the countryside helpful. When stuck for ideas, they often thought things over and thought of other things. During the moment of idea generation, they were usually at their desk at home, or else in bed. They did not generate ideas at any particular time. In general, they preferred to be alone when generating ideas. Walking and biking were beneficial to idea generation. After an idea occurred to them, teachers wrote them down immediately and talked to experts to evaluate and develop them. Often, they thought about the ideas repeatedly. (Contains 16 references.) (SM)

ED 426 985 SP 038 283

Tauber, Robert T.
Good or Bad, What Teachers Expect from Students They Generally Get! ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Labeling (of Persons); *Self Fulfilling Prophecies; Social Reinforcement; Stereotypes; *Student Behavior; Student Motivation; Students; *Teacher Attitudes; *Teacher Expectations of Students; Teachers
IDENTIFIERS- ERIC Digests

Research suggests that teacher expectations can predict changes in student achievement and behavior. This Digest discusses the Pygmalion effect, or the idea that one's expectations about a person can eventually lead that person to behave and achieve in ways that conform to those expectations. Many teachers believe that they can judge ahead of time how certain students are

When they talk to their players and students about the dangers of drugs, the message is more effective because it comes from the coach. Section 1 explains the relationship between coaches and students, noting why players use drugs and how drugs really affect athletes. Section 2 examines how coaches can keep their teams drug free, offering do's and don'ts as commonsense guidelines for handling situations they may encounter. Section 3 explains how coaches can get their message across, noting that the best defense is a good offense. Ten suggestions include encouraging participation in athletics, clearly expressing their expectations that players will not use drugs, emphasizing the benefits of sports participation, encouraging athletes to set personal goals, helping students develop appropriate decision making skills, and developing meaningful relationships with students. Section 4 discusses the effects of using drugs (e.g., it hampers performance; increases the risk of drug-related problems; impairs life skills development; damages physical, emotional, social, and spiritual development; affects the game; and makes team spirit suffer). Section 5 presents a student's and a coach's pledge to beat drugs. (SM)

ED 427 005 SP 038 308

Colorado Model Content Standards for Physical Education.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; Elementary Secondary Education; *Physical Education; *Physical Fitness; Psychomotor Skills; *State Standards
IDENTIFIERS- *Colorado

This booklet presents three model content standards for physical education in the state of Colorado, noting that there must be developmentally appropriate physical education programs for all students, from the physically gifted to the physically challenged. Physical education provides opportunities for students to participate in activities that promote wellness. As a result of physical education, students are more likely to be better prepared as productive students, workers, and contributors to their communities and organizations within society. The success of attaining physical education standards directly relates to student contact time, appropriate equipment, class size, and available facilities. The three Colorado model content standards are: (1) students must demonstrate competent skills in a variety of physical activities and sports, (2) students must demonstrate competency in physical fitness, and (3) students must demonstrate the knowledge of factors important to participation in physical activity. This booklet provides a rationale for each standard, explains what is needed to meet the standard, and breaks the standard down by grade level (K-4, 5-8, and 9-12). A glossary of terms is included. (Contains 10 references.) (SM)

ED 427 006 SP 038 309

Comprehensive Teacher Education: A Handbook of Knowledge.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 99

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Development; Comparative Analysis; Decision Making; Evaluation Methods; Foreign Countries; *Grants; Health Education; *Health Facilities; Program Development; *Training
IDENTIFIERS- *Alberta

In the early 1990s, a restructuring of the health services system of Alberta (Canada) amalgamated public health units and hospital districts into 17 Regional Health Authorities. Many of the regions have pursued community grant initiatives in addition to their regular funding, and it seemed that there would be value in comparing the experiences of different regions to share lessons, identify successful processes, and note some of the likely outcomes of such initiatives. Four regions committed to this study. In all four regions, the majority of projects were focused on lifestyle and behavior choices, personal coping skills, and social support. Most of the programs could be characterized as health education or awareness, and none appeared to be primarily concerned with political action or policy advocacy. The nature of the application and funding processes developed in the regions varied so much that systematic comparison is difficult. Two aspects were chosen for comparison: decision-making and training and support. Different types of outcome evaluations were required in the regions, but in general the evaluations could be grouped into studies of impacts on health, increases in the ability of the community to address health concerns, and increases in partnerships and collaboration. The differing approaches make it difficult to say anything about best practices, but it is apparent that the regions continue to engage in a community granting process in one form or another. (Contains 11 references.) (SLD)

ED 427 025 TM 029 389

Snapshot '94: 1993-94 School District Profiles.
PUB DATE- 95
NOTE- 662p.; For the 1992-93 report, see ED 387 484.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; College Entrance Examinations; Economically Disadvantaged; Educational Administration; Educational Finance; Educational Trends; Elementary Secondary Education; *Equal Education; *Profiles; Public Schools; Rural Schools; *School Districts; School Personnel; School Size; Student Characteristics; Tables (Data); Urban Schools
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

"Snapshot '94," the seventh edition of this publication, provides information about students, student performance, staffing, and financing of Texas public schools. This annual summary is a useful tool for those interested in evaluating the progress of Texas school districts toward providing an excellent and equitable education for all students. The report begins with an examination of state-level data and concludes with detailed information about each of the state's 1,046 school districts. The state-level section, "Statistical Highlights," discusses the broad areas of administrative units, students, student performance, staff, and finances and covers both the current year and historical trends. The "Detailed Statistics" section summarizes 87 data items for groups of school districts categorized by size, rural versus urban classification, tax control. Differences between per-experiment and experimentwise Type I error control was mostly a function of the number of groups being compared. As the number of groups increased, the difference between per-experiment and experimentwise error proportions increased. However, sample size was also a significant predictor; as sample size increased, the difference decreased. (Contains 9 tables and 14 references.) (Author/SLD)

ED 427 044 TM 029 422

Barnette, J. Jackson; McLean, James E.
Protected versus Unprotected Multiple Comparison Procedures.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; Monte Carlo Methods; *Research Methodology; Sample Size; Simulation
IDENTIFIERS- *Bonferroni Procedure; Dunn Sidak Procedure; F Test; Holm Sequentially Rejective Procedure; Tukey Statistic; Type I Errors

Conventional wisdom suggests the omnibus F-test needs to be significant before conducting post-hoc pairwise multiple comparisons. However, there is little empirical evidence supporting this practice. Protected tests are conducted only after a significant omnibus F-test while unprotected tests are conducted without regard to the significance of the omnibus F-test. Monte Carlo methods were used to generate replications expected to provide 0.95 confidence intervals of /- 0.001 around the nominal alphas of 0.10, 0.05, and 0.01 for 42 combinations of "n" (5, 10, 15, 20, 30, 60, and 100) and numbers of groups (3, 4, 5, 6, 8, and 10). Unprotected and protected tests were conducted using the Dunn-Bonferroni, Dunn-Sidak, Holm, and Tukey's Honestly Significant Differences (HSD) procedures. Means and standard deviations of observed per-experiment Type I errors rates and percentages of observed per-experiment Type I error falling below, within, and above the 0.95 confidence intervals were determined for total number of Type I errors. Differences in observed Type I errors for sample size and number of groups was minimal. However, there were differences in Type I error control among the four multiple comparison procedures and when the tests were conducted as protected or unprotected. The Dunn-Bonferroni had the best control of Type I error as an unprotected test with 96.0% of the observed Type I errors falling within the 0.95 confidence interval while 87.3% of the observed Type I errors fell below the 0.95 confidence interval when used as a protected test, thus being very conservative. As unprotected tests, the Dunn-Sidak and Holm tended to be liberal, but were conservative as protected tests. The HSD was liberal in both situations, but much more so as an unprotected test. These results, combined with the ease of using the Dunn-Bonferroni, suggest this method may provide the most accurate and easiest control of per-experiment Type I error when used in an unprotected mode. (Contains 4 tables and 13 references.) (Author/SLD)

ED 427 045 TM 029 423

Tien, Hsiu-Lan Shelley
Development and Initial Validation of a Chinese Career Barriers

general, continuous professional development, whether it is established between supervisor and teacher, or between two teacher peers. Reasoning for adopting cognitive coaching, defined in the context of the Renaissance Schools concept of A. Costa and R. Garmston (1994), in the public schools is presented. (Contains 19 references.) (Author/SLD)

ED 427 065 TM 029 446

Liu, Yuxiang
Educational Stock and Economic Output: A Quantitative Analysis.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; Economic Impact; *Educational Attainment; Educational Economics; Graduate Study; Higher Education; Human Capital; Income; *Outcomes of Education; Productivity; *Professional Education
IDENTIFIERS- *Gross State Product; Variance (Statistical)

A series of multiple linear regressions analyses was used to investigate the relationship between educational stock and economic output. The gross state product (GSP) per capita was used as the dependent variable. Used as independent variables were percentages of: (1) state residents with a high school diploma and above; (2) state residents with any kind of higher education; (3) state residents with an associate degree and above; (4) state residents with a bachelor's degree and above; and (5) state residents with a graduate or professional degree. Results of the multiple linear regression analyses indicate that there is a significant linear relationship, at the 0.05 level, between GSP per capita and each of the five independent variables. Results of the multiple linear regression analyses also indicate that about 19% of the variance in GSP per capita can be explained by percentage of state residents with a high school diploma and above, and about 21% of the variance in GSP per capita can be explained by the percentage of state residents with any type of higher education. About 25% of the variance in GSP per capita can be explained by the percentage of state residents with an associate degree and above, and about 40% of the GSP per capita can be explained by the percentage of state residents with a bachelor's degree and above. The percentage of state residents with a graduate or professional degree explains about 50% of the variance in GSP per capita. (Contains 7 tables and 23 references.) (Author/SLD)

ED 427 066 TM 029 447

Sewall, Angela Maynard; Smith, Tom E. C.
Effective and Ineffective Assessment Programs in Higher Education.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Educational Assessment; *Evaluation Methods; *Higher Education; Institutional Characteristics; Program Evaluation; *Self Evaluation (Groups); Student Evaluation

Universities have long been in the business of assessment, Reliability; *Student Attitudes; *Test Construction; Validity

The multi-stage development of the Community Service Attitudes Scale (CSAS), an instrument for measuring college students' attitudes about community service, is reported. The CSAS was developed based on the helping behavior model of S. Schwartz (1977). The developed instrument was tested with two samples of 437 and 332 college students. The scales of the CSAS show strong reliability evidence (coefficient alphas ranging from 0.72 to 0.93). Principal components analysis results are consistent with the Schwartz model. In addition, construct validity evidence also supports the model. The CSAS scales are positively correlated with gender, college major, community service experience, and intentions to engage in community service. The CSAS will be useful to researchers for conducting further research on the effects of service-learning and community service experiences for students. (Contains 7 tables and 25 references.) (SLD)

ED 427 086 TM 029 469

Fenton, Ray
Anchorage School District Profile of Performance 1997-98. Assessment and Evaluation Report #98-3.
PUB DATE- 98
NOTE- 666p.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Achievement Tests; College Entrance Examinations; Demography; Elementary Secondary Education; *Ethnicity; *Outcomes of Education; Parents; Profiles; Satisfaction; *School Districts; *Standardized Tests; Student Characteristics; Students; Surveys; Tables (Data); Teachers; Test Results
IDENTIFIERS- *Anchorage School District AK

The Anchorage School District (Alaska) provides a comprehensive program of education to students from kindergarten through grade 12. This profile focuses on student achievement and other outcome indicators of student success, but it does not include information on the social or physical wellness of Anchorage students. The first section gives an overview of district performance on critical achievement indicators. The second section examines the districtwide performance of students by their ethnic group membership, and the third section examines the satisfaction of students, parents, and staff with Anchorage programs. All students, parents, and staff were given the opportunity to respond; the numbers replying for each school are shown. The fourth section contains profiles for each district school with information on attainment of school goals, staff and student demographics, and the history of academic achievement at the school. In 1997-98, the Anchorage district experienced increased enrollment and student cultural and linguistic diversity. The district also experienced high student mobility and substantial numbers of students eligible for free or reduced-price lunches. Overall, student academic performance continued to be strong, with stable norm-referenced test scores and improved college entrance examination scores. American Native, Black, and Hispanic students, however, did not generally do as well as Whites and Asian Americans. Some areas of improvement are suggested by the Anchorage Curriculum Referenced Tests and Performance Assessments. Parent, staff, and student responses to surveys at all levels show high degrees of satisfaction and support for local school programs.

Papers, "Papers Presented at..." (150)
ESCRIPTORS- Evaluation Methods; *Graduate Medical Education; *Graduate Surveys; Higher Education; Participant Satisfaction; Program Evaluation; Teaching Hospitals
DENTIFIERS- *Cleveland Clinic OH

This paper describes a method used to evaluate 48 medical residency programs at one institution. It presents the background rationale, logistics, and results obtained by surveying alumni, in the context of their current practice, for relevant data on the value of their training experience. Surveys were sent for 3 years to all alumni of Cleveland (Ohio) Clinic residencies who had graduated three years earlier. A total of 187 (28.4 percent) of alumni responded to the survey. Consistency of results across the 3 years was found. Ninety-six percent of respondents replied that they would recommend their residency program, noting such positive qualities as the excellent teaching, knowledge and skills of the staff, and the variety of experiences and patients. Suggestions for improvement centered on learning and practice of primary or community/outpatient care, management or business skills, computer uses in medicine, and improved didactics. Qualitative content analysis of written comments also indicated positive evaluations of respondents' residency experiences, and supported suggestions for more business training and practice and for more responsibility given to residents. The methodology is seen as lending itself to direct program improvement on a yearly basis. (Contains 10 references.) (DB)

ED 426 656 HE 031 805

Copeland, H. Liesel; Hewson, Mariana
Clinical Teaching Effectiveness Instrument: Development and Psychometric Testing.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999). For a related paper, see HE 031 804.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); Evaluation Methods; *Faculty Evaluation; Feasibility Studies; *Graduate Medical Education; Higher Education; *Medical Education; Program Evaluation; Psychometrics; Rating Scales; *Teacher Effectiveness; Test Reliability; Test Validity
IDENTIFIERS- *Cleveland Clinic OH

This report describes the development and psychometric qualities of a new instrument to assess clinical teaching effectiveness in medical education. The strength of the instrument is seen to lie in the qualitative development process involving iterative checking with key stakeholders; its high reliability, validity, and feasibility; and its ease of implementation within a coherent institution-wide feedback system. The instrument was developed in conjunction with current literature and with data collected from a series of interviews with relevant stakeholders. The instrument has 15 rating items, and one general item asking residents if they would recommend this individual as a clinical teacher. The instrument was implemented in 1997-98 across all 41 clinical departments of the Cleveland (Ohio) Clinic Academic Medical Center. This report presents psychometric data on instrument characteristics, modifying variables, reliability, content validity, criterion-related validity, and internal governance arrangements should be separate from the structures and terms of collective-bargaining contracts. Also considered are relations with external stakeholders and questions to help boards assess their policies and practices. (DB)

ED 426 676 HE 031 834

Returning to Our Roots: The Engaged Institution. Third Report.
PUB DATE- 99
NOTE- 59p.; Some photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Institutional Mission; *Land Grant Universities; Outreach Programs; School Business Relationship; School Community Programs; *School Community Relationship; *State Universities

This report urges that the mission of land grant universities be expanded beyond outreach and service to full engagement with their communities. The engaged institution is seen as being organized to respond to today's and tomorrow's students, bringing research and engagement that offer practical opportunities for students into the curriculum, and using its critical resources to address the problems of the communities it serves. The following 11 institutions developed exploratory portraits of engagement: Arizona State University; Iowa State University; Ohio State University; Pennsylvania State University; Rutgers, the State University of New Jersey; Salish Kootenai College (Montana); Tuskegee University (Alabama); the University of California, Davis; the University of Illinois, Chicago; and the University of Vermont. Analysis identified seven characteristics of the engaged institution: responsiveness, respect for partners, academic neutrality, accessibility, integration, coordination, and resource partnerships. Among five key recommendations offered are: (1) institutions should consider engagement as a central part of their mission; (2) institutions should develop engagement plans measured against the seven characteristics listed above; and (3) institutions should encourage interdisciplinary scholarship and research, including interdisciplinary teaching and learning. Two evaluation matrixes are appended. (DB)

ED 426 677 HE 031 835

Yang, Hwei-Jen
Moving toward Diversity: A Mid-Size University's Initiatives, Policies, and Problems.
PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the National Communication Association (New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Black Studies; *Cultural Pluralism; *Diversity (Faculty); *Diversity (Student); Equal Education; Higher Education; Program Development; Program Effectiveness; *School Community Relationship; State Universities
IDENTIFIERS- *Clarion University of Pennsylvania

This paper reports on the initiatives, policies, and problems information along with price and a critical evaluation. Part I, "International and National Biographies," lists international sources and national/regional sources. Part II, "Biographies in Professional Fields," is divided into the following subcategories: history; geography; political science; military science; psychology, sociology and social work; law; business and economics; women's studies; ethnic studies; education; literature; applied arts; fine arts; music; communication and mass media; performing arts; folklore and mythology; philosophy and religion; library and information science; science and technology; health sciences; and sports and recreation. The book includes author/title and subject indexes. (DLS)

ED 426 696 IR 057 261

Safford, Barbara Ripp
Guide to Reference Materials for School Library Media Centers. Fifth Edition.
PUB DATE- 98
NOTE- 353p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Media; Elementary School Curriculum; Elementary Secondary Education; *Learning Resources Centers; Library Collection Development; Library Material Selection; *Library Materials; Optical Data Disks; *Reference Materials; *School Libraries; Secondary School Curriculum; Selection Tools; World Wide Web
IDENTIFIERS- Web Sites

This publication lists current reference sources that serve the information needs of school library users, including books, CD-ROMs, and World Wide Web sources in all curricular and some extracurricular areas. Criteria for selection include usefulness for curricular applications by elementary and secondary students and teachers, interest for students, readability, clarity of appearance and text, and accuracy and currency of information. A total of 1,672 entries are organized in the following categories: (1) collection management tools; (2) reference; (3) social sciences, including anthropology, biography, business/economics, careers, consumer information, current social issues, education, ethnic minorities, etiquette, genealogy/personal names, geography/world studies, handicapped, history, hobbies/games, holidays/special days, law, library science, military science, occult/unexplained phenomena, political science, psychology, sociology, sports, statistics, and women's studies; (4) humanities, including literature for children and young adults, communication, decorative arts, film study, fine arts, language, literature, music, mythology/folklore, philosophy, quotations, religion, and theater/dance; and (5) science and technology, including astronomy, biology, botany, chemistry, computers/electronics, earth sciences, food/nutrition, health/family, mathematics, natural resource/environmental sciences, pets, physics, science/technology in general, transportation, and zoology. Each entry provides complete bibliographic data, a grade level code, an annotation, and citations to reviews. All titles cited are recommended, and those of exceptional merit are noted. Author/title and subject indexes are included. (DLS)

ED 426 697 IR 057 262

Ammon, Bette D.; Sherman, Gale W.
More Rip-Roaring Reads for Reluctant Teen Readers.

basis of study. In another section, 18 fully developed themes are presented that enable educators to bring literature into other areas of the curriculum. In addition, 29 literary works are explored through further activities in the classroom and library. A section on literary study that includes symbolism, foreshadowing and flashbacks helps teachers guide students to an analytical level in their reading and writing. (Contains author, illustrator, and title index.) (AEF)

ED 426 714 IR 057 281

Nordbye, Jody Ohmert, Ed.
Colorado Education & Library Directory, 1998-1999.
PUB DATE- 98
NOTE- 488p.; For 1997-1998 edition, see ED 417 741.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; *Elementary Secondary Education; *Higher Education; Public Libraries; Public Sector; School Districts; School Libraries; Special Libraries
IDENTIFIERS- *Colorado; *Colorado State Department of Education

The "Colorado Education Directory" is published annually as a service to schools, libraries, and other members of the educational community. All information within each section is arranged alphabetically. Thirteen sections include: 1) Colorado State Department of Education (CDE) staff and telephone numbers; 2) State Advisory Committees (that advise CDE activities); 3) school districts/buildings and personnel, along with a school district map; 4) charter schools; 5) district calendars (listing school opening and closing dates); 6) Boards of Cooperative (Educational) Services (BOCES) and member districts; 7) regional library service system offices; 8) academic libraries; 9) institutional libraries; 10) public libraries; 11) special libraries; 12) institutions of higher education and independent legislated vocational schools; and 13) educational groups and professional organizations. Maps of the Colorado Congressional District and area codes and Colorado public education facts are also included. (Contains six indexes covering: public school buildings, school districts, cities and school districts, libraries, general, and names of all persons listed in directory.) (AEF)

ED 426 715 IR 057 282

Rothenberg, Jeff
Avoiding Technological Quicksand: Finding a Viable Technical Foundation for Digital Preservation. A Report to the Council on Library and Information Resources.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Software; Computer System Design; *Information Storage; *Obsolescence; *Preservation; Problems; Records Management
IDENTIFIERS- *Digital Data; Digital Technology

There is as yet no viable long-term strategy to ensure that digital information will be readable in the future. Digital documents are vulnerable to loss via the decay and obsolescence of the media on which they are stored, and they become inaccessible and unreadable when the software needed to become upset by noises, an inability to concentrate, negative self-talk, a stomach ache, and sweaty palms. Causes of math anxiety may include underpreparedness, school absences, parents perpetuating the myth that math ability is hereditary, and negative past experiences with teachers. The Mathematics Anxiety Rating Scale (MARS) is a 98-item survey, sometimes shortened in length by teachers, which has been used extensively at the college, high-school and middle-school levels as a means of measuring mathematics anxiety. Instructors can improve students' confidence and performance by: (1) being mindful of their students' feelings; (2) introducing humor into the classroom setting; (3) sustaining enthusiasm for the subject matter; and (4) motivating students to change pessimistic learning styles to optimistic ones. The appended Mathematics Anxiety Scale is a ten-question student survey. (Contains 11 references) (AS)

ED 426 735 JC 990 064

May, Susan A.
Evaluation of Faculty Competencies in the Delivery of Contracted Workforce Training with Recommendations for Faculty Development at Fox Valley Technical College.
PUB DATE- 98
NOTE- 175p.; Major Applied Research Project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- College Faculty; Comparative Analysis; *Institutional Evaluation; *Job Training; Performance; *School Business Relationship; *Self Evaluation (Groups); Teacher Attitudes; *Teacher Competencies; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Fox Valley Technical College WI

This document describes an evaluation of the competencies of faculty who deliver contracted workforce training at Fox Valley Technical College (FVTC). A self-assessment questionnaire was administered to FVTC's 150 full-time and adjunct faculty who conduct workforce training; in addition, 157 employers who were clients of the college in the provision of contracted workforce training completed an evaluation survey. By comparing the means of each respondent group with the ideal means established for each competency item by a formative committee, performance gaps were recognized, the largest of which was organizational culture assessment skill. The document also discusses: (1) the need for employer-contracted workforce training; (2) the extent to which community colleges must prepare to respond to training needs; (3) industry standards for instructors/trainers of incumbent workers in business and industry; (4) FVTC faculty self-assessment ratings of the contracted workforce training they deliver; (5) assessment of FVTC training programs by employer clients; (6) gaps between ideal competency levels, faculty self-assessment, and employer/client assessment; and (7) recommendations for the professional development of FVTC faculty to address any performance gaps and training needs identified in this evaluation. Appended are a listing of the formative committee, instructor/trainer competencies, the faculty self-assessment instrument, the employer/client evaluation instrument, criteria for questionnaire evaluation, and various letters and recommendations. (Contains 88 references.) (EMH)

ED 426 736 JC 990 065

language, movement and music; teachers as partners in learning through children's interest and curiosity; expanding the environment to allow children to pursue interests, and the project approach, whereby children explore a topic over an extended period of time. The video focuses largely on the impact of the program on the teachers, and features their reflections concerning the Reggio principles and the teachers' experiences in adapting them to the Head Start program. The importance of time in children's learning, the role of the parent, and collaboration of the program's teachers are also highlighted. Also featured are vignettes of the children engaged in a variety of interesting classroom situations and the impressions of some of the parents with children in the program. (HTH)

ED 426 756 PS 026 389

Bhatia, Esha
Protecting Your Newborn. Instructor's Guide.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Infant Care; Neonates; *Parent Education; *Restraints (Vehicle Safety); *Safety; Traffic Safety
IDENTIFIERS- *Child Safety

This guide is intended to help instructors educate new and expectant parents about safely transporting their newborn babies. The guide accompanies a 27-minute video, developed by the National Traffic Safety Administration, which introduces some of the key safety issues that new parents should consider during their baby's first 6 months of life. The guide contains the following sections: (1) "Background Information," outlining key safety issues from birth to six months; (2) "Teaching Safety to the Expectant Parent," (3) "The 'Protecting Your Newborn' Video," an English-language script of the video (video also available in Spanish); (4) "Attitude Counts: Positive Parenting," addressing parent concerns about stress and potential abuse; (5) "Transporting Baby Safely," giving information on infant car seats and traveling with an infant; (6) "Home Safe Home: Preparing the Home for the New Arrival," including crib safety and prevention of suffocation, drowning, poisoning, and fires and burns; (7) "Resources and Tools: Reproducible Parent Handouts," including top 10 safety tips, car airbag safety, preschoolers and school-age children in the car, and facts about Sudden Infant Death Syndrome. A list of additional resources for parents concludes the guide. The companion video details infant car seat and car air bag safety. (HTH)

ED 426 757 PS 026 686

Schrank, Louise Welsh
My Brother Bit Me! Parenting Siblings. Study Guide.
PUB DATE- 98
NOTE- 15p.; Designed to accompany and be used with companion videotape, but has enough content to be useful on its own.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; Discipline; *Parent Education;

Me!"(Prouty, Pearson, Manies, and Morris), addressing learning motivation. (SD

ED 426 775 PS 027 240

Taveras, Gabriela
Home Visits: From the Teacher's Perspective.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; Day Care; Day Care Centers; Early Childhood Education; *Family Environment; *Family School Relationship; *Home Visits; *Teacher Attitudes; *Teacher Behavior; Teacher Participation; *Teacher Response
IDENTIFIERS- New York (New York); Project Head Start

This study focused on the topic of home visits from the teacher's perspective. A survey was distributed among 40 teachers who were randomly selected from New York City schools. These teachers were from Head Start, day care settings, and public and private schools. The survey focused on whether teachers find home visits to be an effective tool in bridging the gap between home and school. The survey also focused on whether home visits are taken seriously by the respondents. Findings indicated that teachers thought that home visits were an effective tool in bridging the home-school gap. Despite this general finding, the majority of teachers had never conducted a home visit, usually due to concerns over safety, the fact that such visits are not a requirement of most programs other than Head Start and some child care programs, concern about parental reaction to having a teacher visit the home, and the feeling that home visits were not taken seriously. The study also found that many teachers had never had professional training in how to conduct a home visit and expressed concern over finding time to fit home visits into already full schedules. (Author/SD)

ED 426 776 PS 027 243

Saracho, Olivia N., Ed.; Spodek, Bernard, Ed.
Multiple Perspectives on Play in Early Childhood Education. SUNY Series, Early Childhood Education.
PUB DATE- 98
NOTE- 323p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Cognitive Development; Cultural Influences; Disabilities; *Early Childhood Education; Emergent Literacy; *Individual Development; Individual Differences; Interpersonal Competence; *Play; Pretend Play; Special Needs Students; Student Evaluation; Theories; *Young Children
IDENTIFIERS- Play Learning; *Play Theory; Theory of Mind

This book provides research in the area of educational play for early childhood teachers and teacher educators. Following an introduction by the editors, the chapters of the book are: (1) "A Historical Overview of Theories of Play" (Olivia Saracho and Bernard Spodek); (2) "Playing with a Theory of Mind" (Angeline Lillard); (3) "The Social Origins of Mind: Post-Piagetian Perspectives on Pretend Play" (Larry Smolucha and Francine Smolucha); (4) "Seeing through Symbols: The Development of Children's Understanding of Symbolic Relations" (David Uttal, David Marzolf, Sophia Pierroutsukos, Catherine Smith, Glorgene

(141)
DESCRIPTORS- Economically Disadvantaged; Employment; Employment Opportunities; Employment Problems; *Employment Programs; *Employment Services; *Family Needs; Family Programs; Family (Sociological Unit); *Poverty Programs; Preschool Education; Public Policy; Welfare Recipients; *Welfare Services
IDENTIFIERS- Childrens Defense Fund; Program Characteristics; *Project Head Start; Welfare Reform; *Welfare to Work Programs

This report describes some of the ways in which Head Start agencies are helping to set parents on the path to self-sufficiency. The report is intended to illustrate the variety of initiatives that are underway and to highlight the important work all Head Start agencies are doing to support parents as they move from welfare to work. The descriptions are based on informal telephone interviews with selected Head Start agencies, which indicated that Head Start agencies are undertaking a wide range of activities to help parents enter the work force, including educating parents about the new welfare law; offering adults education, computer training, pre-employment training, job shadowing and internships; providing job placement services and support groups; and even helping parents obtain small business loans. The report details the following types of initiatives: (1) "Helping Parents Get Started through Adult Education"; (2) "Helping Parents Progress to Internships and Job Shadowing"; (3) "Offering Peer Support and Intensive Help for Hard-to-Serve Families"; (4) "Working with Private Partners To Help Parents Find and Keep Jobs"; (5) "Helping Parents through Loan Programs"; (6) "Building Community Collaborations"; (7) "Collaborating at the State Level"; and (8) "Offering Extended-Day Services to Working Families." A list of contacts of Head Start Programs featured concludes the report. (Author/SD)

ED 426 795 PS 027 280

Adams, Gina; Schulman, Karen
Child Care Challenges: The Midwest, The Northeast, The South, and The West.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; A.L. Mailman Family Foundation, Inc.; Prudential Foundation, Newark, NJ.
PUB DATE- 98
NOTE- 621p.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Day Care Centers; Early Childhood Education; Employed Parents; Family Needs; Family Problems; *State Surveys; Statistical Surveys
IDENTIFIERS- Availability (Programs and Services); Child Care Costs; *Child Care Needs; Day Care Quality; Indicators; United States; United States (Midwest); United States (Northeast); United States (South); United States (West)

This document is comprised of four separately-published volumes, each a regional compilation of several state reports examining the range of child care challenges facing families in the state. Each state report includes the following information for the state: (1) child care needs; (2) child care costs; (3) child care quality; (4) child care availability; and (5) child care facts at a glance, a summary data table providing information on demographics, family income, child care costs, and child care quality indicators. Data indicate that in every state families are struggling to find quality child care they the Virginia KidsFirst Campaign, and self-assessment under welfare reform (July); (8) the Deadbeat Parents Punishment Act of 1998, California Supreme Court ruling on noncustodial parents seeking work, and improving the usefulness of websites (August); (9) the Child Support Performance and Incentive Act of 1998, and the use of probation as a collection tool in Texas (September); (10) co-locating welfare and support agencies in Oregon and in Virginia, and Washington's video conferencing project (October); (11) the Federal Case Registry containing records of parents who owe child support, and notice of employee termination sent to child support agencies (November); and (12) family court mediation in New York, and efforts to solve Y2K problems at the Office of Child Support Enforcement. (KB)

ED 426 814 PS 027 326

Protecting the Well-Being of Children. Fact Sheet.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- Adoption; Child Abuse; Child Neglect; *Child Welfare; *Children; *Federal Programs; Foster Care; Placement; Prevention; Program Descriptions; *Well Being
IDENTIFIERS- Administration on Children Youth and Families; *Child Protection; Child Protective Services; Family Support

The Administration on Children, Youth and Families of the Department of Health and Human Services funds a number of programs that focus on preventing abuse of children in troubled families, protecting children from abuse, and finding permanent placements for those who cannot safely return to their homes. This fact sheet provides information on such programs. The first section discusses the statistics of child abuse and neglect, including the fact that 1 million children were victims of substantiated child abuse and neglect in 1995. The next section discusses foster care, adoption assistance, and independent living programs, including federal funding for these programs. The next section of the fact sheet covers family preservation and family support programs, which focus on strengthening families, preventing abuse, and protecting children. The next sections describe child abuse and neglect programs and funding and child welfare services. Finally, a section on special initiatives discusses the Clinton administration's "Adoption 2000," an initiative designed to reduce the number of children in foster care; state child welfare reform demonstration projects; and development of a new program to measure child and family outcomes of welfare services. (EV)

ED 426 815 PS 027 327

Head Start. Fact Sheet.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Family Programs; Federal Aid; *Federal Programs; *Preschool Education
IDENTIFIERS- Early Head Start; Migrant Head Start Programs;

IDENTIFIERS- *Authenticity; *Book Awards
Contemporary books about Mexican Americans are rare and frequently stereotypical in nature. Until recently, the very few children's books about Mexican Americans were usually written from an outsider's perspective and often displayed negative images and messages about traditional Mexican sex roles, Mexican living conditions, and the Spanish language. Researchers agree that it is important for children to see themselves represented positively and authentically in quality children's literature. Beginning in 1994, a faculty committee at Southwest Texas State University (STSU) developed a new award to honor the best new Mexican American children's books published each year that accurately represent the experience of Mexican Americans in the Southwest. Regional and national review committees were established to choose award finalists and the annual winner, respectively. The award was named the Tomas Rivera Mexican American Children's Book Award in honor of the distinguished Mexican American alumnus of STSU who dedicated his life to improving Mexican American education and who made significant contributions to Mexican American literature. Nomination criteria are listed. Important selection criteria are discussed: enhancing the reader's cultural awareness; avoiding harmful stereotypes; presenting positive representations of Mexican Americans; quality of illustrations; and authentic use of language (English, Spanish, dialect, code switching). The 1995 and 1996 winners and 12 nominees for 1997 are listed. (Contains 15 references.) (SV)

ED 426 833   RC 021 794

Klees, Steve; Matangala, Anisio; Spronk, Barbara; Visser, Jan
Reaching Unreached Learners in Mozambique: A Report to the Minister of Education on Learning Needs and Alternative Pathways to Learning in the Perspective of an Integrated Response to the Needs of a Rapidly Developing Society in a Complex World.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 97
NOTE- 66p.; Financial support from the Netherlands Government, through its embassy in Maputo, Mozambique.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Educational Development; *Educational Needs; Foreign Countries; Health Needs; *Holistic Approach; Illiteracy; Lifelong Learning; Needs Assessment; Poverty; Rural Areas; Rural Extension; Social Change; War; Womens Education
IDENTIFIERS- *Mozambique; UNESCO
This report was prepared in the framework of Mozambique's concern to respond to the needs of large numbers of unreached learners and to attend, in an integrated fashion, to a growing diversity of learning needs. As step 1 of a three-phase process assisted by the United Nations Educational, Scientific, and Cultural Organization's (UNESCO's) Learning without Frontiers initiative, an international mission team analyzed the context of learning needs in Mozambique and examined resources available to meet such needs holistically. The first section of this report discusses the need for lifelong learning in a rapidly changing world, design of the overall three-phase process, and work of the mission team. This section also examines the notion of crossing "frontiers" to reduce barriers to learning; these frontiers include boundaries between public

Recycle Alaska: Reduce, Reuse, Recycle. Activities Handbook, Teacher's Guide, and Student Worksheets.
PUB DATE- 98
NOTE- 107p.; May not reproduce well in parts.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Environmental Education; Hands on Science; *Interdisciplinary Approach; Language Arts; *Outdoor Education; *Recycling; Science Activities; Solid Wastes
IDENTIFIERS- Alaska

Recycling is a very important aspect of conserving the environment for future generations. This guide addresses the topic of litter prevention for the Alaskan environment and contains 42 activities. Activity topics covered include Natural Cycles, Human Interruption of Natural Cycles, Reduce, Reuse, Recycle and Recycled Classroom. Grade level, subject area, concept, learning objectives, time frame, materials, and procedures are stated for each activity. Some activities contain suggestions for options, follow up activities, vocabulary, and regional adaptations. The worksheet materials are specifically geared for the Alaskan environment but may also be incorporated into a lesson plan on Alaska. The activities can be integrated into most science, language arts, and social studies curriculums. There are 12 worksheets which cover topics such as forest, tundra, aluminum recycling, newspaper recycling, and composting. Two worksheets are designed to be used after an investigative field trip to Alaska's forest and tundra areas. Seven worksheets are devoted to language arts skill development using word finds and crossword puzzles. The teacher's guide covers the topic of litter prevention. The materials are specifically geared for the Alaskan environment but may also be incorporated into a lesson plan on Alaska. Activities can be integrated into most science, language arts and social studies curriculums. An overview of the topic with references to activities in the Activities Handbook, tips for making and using puppets, and answer keys are provided. The curriculum is designed around four broad topics that include Awareness of Natural Cycles, Reduce, Reuse, and Recycle. A fifth topic, the Recycled Classroom, provides ideas for reusing trash in the classroom. Goals and objectives are stated for each activity and particular emphasis is placed on incorporating these activities into history and literature lessons. (SJR)

ED 426 854 SE 061 625

Gibson, Bob; Mayotte, Jenna; Cochran, Jacquie
Schools Going Solar: A Guide to Schools Enjoying the Power of Solar Energy.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alternative Energy Sources; *Educational Facilities; Elementary Secondary Education; Higher Education; School Buildings; *Solar Energy

instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Delaware on the NAEP mathematics scale was 217 compared to 217 nationwide; for Delaware eighth-grade students the average proficiency was 262 compared to 266 nationwide. (ASK)

ED 426 871 SE 062 165

NAEP 1992 Mathematics State Report for the District of Columbia. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *District of Columbia; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In the District of Columbia, 2,399 fourth-grade students in 107 public schools and 1,816 eighth-grade students in 35 public schools were assessed. This report describes the mathematics performance of District of Columbia fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level;

descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Massachusetts, 2,549 fourth-grade students in 114 public schools and 2,456 eighth-grade students in 97 public schools were assessed. This report describes the mathematics performance of Massachusetts fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Massachusetts on the NAEP mathematics scale was 226 compared to 217 nationwide; for Massachusetts eighth-grade students the average proficiency was 272 compared to 266 nationwide. (ASK)

ED 426 883 SE 062 177

NAEP 1992 Mathematics State Report for Michigan. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Michigan; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments.

the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Ohio, 2,637 fourth-grade students in 110 public schools and 2,535 eighth-grade students in 99 public schools were assessed. This report describes the mathematics performance of Ohio fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Ohio on the NAEP mathematics scale was 217 compared to 217 nationwide; for Ohio eighth-grade students the average proficiency was 267 compared to 266 nationwide. (ASK)

ED 426 895   SE 062 189

NAEP 1992 Mathematics State Report for Oklahoma. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; *Oklahoma; State Mathematics Assessments; Trial State

how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Guam, 1,933 fourth-grade students in 20 public schools and 1,496 eighth-grade students in 6 public schools were assessed. This report describes the mathematics performance of Guam fourth- and eighth-grade students in public schools and compares their overall performance to students in the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Guam on the NAEP mathematics scale was 191 compared to 217 nationwide; for Guam eighth-grade students the average proficiency was 234 compared to 266 nationwide. (ASK)

ED 426 907 SE 062 201

NAEP 1992 Mathematics State Report for the Virgin Islands. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 187p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-200.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP); *Virgin Islands

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results involvement in the course and students' evaluations of instruction of the course. (Contains 2 figures of data and 9 references.) (Author/BT)

ED 426 926   SO 029 767

Harris, Will
Domains of Civic Engagement in a Constitutional Democracy.
PUB DATE- 98
NOTE- 14p.; Paper presented at the International Conference on "Engagement in Political and Civic Life: Citizenship in 21st-Century Democracies"(Valley Forge, PA, October 4-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Civics; *Democracy; Elementary Secondary Education; Models; National Standards; Political Issues; Social Studies
IDENTIFIERS- Constitutional Government; Historical Background; *National Civics and Government Standards

This paper suggests that a well-composed scheme of civic education does not merely predispose the citizen to political engagement, but more fundamentally, the considered systematic design of civic education parallels the essentials of both the constitutionalism and the democracy to which it gives access and control. This paper aims to draw out some of the important connections between "education" and the other two aspects of this type of regime, noting that, in this regard, a scheme of civic education prefigures (and then reinforces) a model of the citizen and a map of the domains of that citizen's knowledge and engagement. The paper discusses the American "National Standards for Civics and Government" (Center for Civic Education, 1994) and the current international project to develop a framework outlining "Education for Democratic Citizenship" and how they might be understood as reflecting a whole theory or theories about the constitutional universe in which they would operate. According to the paper, the model of citizenship and the map of the domains of civic engagement that the published "Standards" and the draft Framework describe and/or propose would first be extracted. The paper suggests that the "Standards" culminate in the part which questions the roles of the citizen in American civic life. It then focuses on the 5-part version of the Framework, which sets its goal as generating an understanding of democracy from first principles and is organized as a logical sequence so that its structure itself communicates important dimensions of democracy. (Contains 6 references and a model of the 5-part framework.) (BT)

ED 426 927   SO 029 768

Brehm, Christine J.
Stereotypes, Tolerance, and the Classroom.
PUB DATE- 98
NOTE- 34p.; Revised version of a paper presented at the Annual Meeting of the American Political Science Association (Boston, MA, September 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Comparative Analysis; Higher Education; Instructional Effectiveness; Minority Groups;

student activities materials.) (Author/BT)

ED 426 946 SO 029 869

Parental Accountability and Public Policy: Judges in the Classroom, Secondary School Lesson.
PUB DATE- 98
NOTE- 19p.; This lesson is based on the law of the state of Washington. Accompanying video tape is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Behavior; Class Activities; Educational Objectives; Law Related Education; *Parent Child Relationship; *Parent Responsibility; Public Policy; Secondary Education; Social Studies; *State Legislation; *Student Attitudes
IDENTIFIERS- *Washington

This lesson plan explores the nature of parental accountability for their children's behavior. The lesson encourages students to explore their individual opinions in this area and learn of specific laws enacted throughout the country; students then work in small legislative groups to draft a bill that accurately reflects their opinions. The lesson plan outlines six objectives for students, suggests possible outside resource persons, and lists necessary materials. The lesson plan presents detailed classroom procedures for the teacher and provides handouts to be sent home for parents. (BT)

ED 426 947 SO 029 870

Conflict Resolution: Judges in the Classroom, Secondary School Lesson.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Class Activities; *Conflict Resolution; Educational Objectives; Intermediate Grades; *Interpersonal Communication; Law Related Education; Secondary Education; Social Studies; *Student Attitudes; *Student Participation
IDENTIFIERS- *Communication Strategies; *Conflict Management

This lesson plan on conflict resolution (for grades 6-12) uses a video presentation of a conflict between two individuals, "Katie" and "Betsy" and positions the students as witnesses. The lesson plan provides instructions for the teacher, gives objectives, list materials needed, and details classroom procedures. It also offers two handouts, one representing Katie's viewpoint and the other representing Betsy's viewpoint. (BT)

ED 426 948 SO 029 871

Juvenile Justice - Decline Hearing: Judges in the Classroom, Secondary School Lesson.
PUB DATE- 98
NOTE- 7p.; This lesson is based on the law of the state of Washington. Accompanying videotape is not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

PUB DATE- 98
NOTE- 34p.; For related document, see SP 038 260.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Quality; Elementary Secondary Education; Excellence in Education; *Faculty Development; *Inquiry; Knowledge Base for Teaching; Reflective Teaching; *Teacher Attitudes; Teacher Effectiveness; *Teacher Improvement; Teachers
IDENTIFIERS- Reflective Thinking; Teacher Knowledge

This monograph describes the Curriculum Inquiry Cycle (CIC), a professional development process that supports educators in making curriculum and instruction decisions responsive to state standards, local needs, and student characteristics. It is designed to improve learning and teaching, with the classroom as the central focus. The CIC has four phases: Examining Current Practice, Making Decisions, Creating Optimal Learning Environments, and Researching Our Classrooms. Teams of teachers and administrators from a school or district engage in the CIC either onsite during the school year, in a 5-day summer institute, or in a combination of the two. After an overview of the subject, Section 1, Introduction, discusses changing expectations of students and teachers, reconceptualizing learning and teaching through inquiry, and curriculum as a vehicle for change and professional growth. Section 2, The Curriculum Inquiry Cycle, describes the four phases. Section 3, Ways of Thinking about Learning, discusses what learning is, theories about learning, and connections between learning and intelligence. Section 4, Ways of Thinking about Teaching, discusses what teachers need to know and be able to do to provide an optimal learning environment for students, sources of a teacher's knowledge base, reflective teaching, and the effect of teacher beliefs. Section 5, Working with the Four Phases of the Curriculum Inquiry Cycle, explains how to utilize the phases. Section 6, Seeing through New Eyes, describes how curriculum inquiry encourages conversation about possible ways for teachers to look at themselves and their students. (SM)

ED 426 967 SP 038 262

Veenman, Simon; de Laat, Hanneke; Staring, Corine
Coaching Beginning Teachers.
PUB DATE- 98
NOTE- 19p.; Paper presented at the European Conference on Educational Research (Ljubljana, Slovenia, September 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Education; Elementary School Teachers; Faculty Development; *Feedback; Foreign Countries; *Mentors; *Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Netherlands

This study describes the effects of a program designed to train Dutch primary school teachers in skills needed to coach and act as mentors for beginning teachers. The study investigated whether mentors who participated in the training program would implement the target coaching skills and whether the beginning likely, over time, to achieve and behave. The basis of a self-fulfilling prophesy (SFP) is that once a student has been pegged ahead of time, the chances are increased that a teacher's treatment of the student will help the negative prophecies or expectations come true. SFP can work to the detriment or benefit of the student, depending on the type of predictions and expectations. Teachers form expectations and assign labels based on such characteristics as body build, gender, race, ethnicity, name, attractiveness, dialect, and socioeconomic level. Different expectations lead to different treatments. Teachers convey expectations using four factors: climate, feedback, input, and output. The four factors can better be controlled if teachers are more aware that they are operating in the first place. Even if teachers do not truly feel that a student is capable of greater achievement or improved behavior, they should at least act as though they hold such heightened positive expectations. (Contains 14 references.) (SM)

ED 426 986 SP 038 284

Abdal-Haqq, Ismat
Constructivism in Teacher Education: Considerations for Those Who Would Link Practice to Theory. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Development; *Constructivism (Learning); Elementary Secondary Education; Epistemology; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Theory Practice Relationship
IDENTIFIERS- ERIC Digests; Social Constructivism

Constructivism has received considerable attention in educational scholarship, practitioner preparation, and policy formation. This Digest identifies major forms of constructivism, considering issues and challenges that surface when implementing constructivist approaches to preservice and inservice teacher education. Constructivism is an epistemology, a learning or meaning-making theory, that offers an explanation of the nature of knowledge and how humans learn. It maintains that individuals create or construct their own new understandings or knowledge through the interaction of what they already know and believe and the ideas, events, and activities with which they have contact. Constructivist approaches are regarded as producing greater internalization and deeper understanding than traditional methods. Overall, two broad interpretations can be found among contemporary educators: psychological constructivism (articulated by Piaget) and social constructivism (associated with Vygotsky). Constructivism is a theory of learning, not a theory of teaching. The overarching challenge constructivism presents to teachers and teacher educators is translating a learning theory into a theory of teaching, which raises questions about what teachers need to know and be able to do. Educators also face the pitfall of regarding constructivism as the only viable theoretical framework for teaching and learning. Prospective teachers should be exposed to varying perspectives and given opportunities to develop the discretion needed to choose most

NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; *Preservice Teacher Education; Student Characteristics; *Teacher Competencies; Teacher Qualifications
IDENTIFIERS- *Psychosocial Factors; Teacher Knowledge

Since 1992, AACTE and the DeWitt Wallace-Reader's Digest Fund have worked in partnership to advance the knowledge base of comprehensive teacher education. The AACTE/DeWitt Wallace-Reader's Digest Fund's Comprehensive Teacher Education National Demonstration Project is grounded in the mutual belief that preparation of classroom teachers must consider not only the academic needs of students but also their human needs and varied societal circumstances. The project incorporates knowledge of health and human services in the training of prospective and practicing teachers. The results of this partnership, operationalized as four demonstration models at geographically diverse universities, are represented in this publication. The publication discusses the current context of education, including disadvantaged students, school-based services, the national reform context, and the collaborative imperative. After providing an overview of the National Demonstration Project, the publication describes each of the four sites: (1) the Wellness Project at the University of Louisville; (2) the Training for Interprofessional Collaboration Project at the Human Services Policy Center of the University of Washington, Seattle; (3) Project TEACH at the School of Education of Jackson State University in Jackson, Mississippi; and (4) the Interdisciplinary Collaboration Training Project at the College of Education, University of New Mexico, Albuquerque. (Contains 35 references.) (SM)

ED 427 007   SP 038 310

Hirsch, Eric; Koppich, Julia E.; Knapp, Michael S.
What States Are Doing To Improve the Quality of Teaching. A Brief Review of Current Patterns and Trends. A CTP Working Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alternative Teacher Certification; Beginning Teacher Induction; Educational Change; Educational Environment; Educational Improvement; *Educational Policy; *Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; Preservice Teacher Education; State Standards; Statewide Planning; Student Evaluation; *Teacher Competencies; *Teacher Effectiveness; Teacher Improvement; Teacher Recruitment; Teacher Salaries; Teachers; Teaching (Occupation)
IDENTIFIERS- *State Policy

This working paper provides background for the U.S. Department of Education's first report to the nation on teacher quality, informing the ongoing work on state policy contexts for the improvement of teaching undertaken by the Center for the Study of Teacher Policy. The main goal is to illustrate the range of effort, property wealth per pupil, and Education Service Center region. The distribution of these items is then presented in tables showing their highest, lowest, and median values as well as values for selected percentiles. Individual school district values for all data items are listed, followed by a state summary. During the 1993-94 school year, Texas public school students showed performance gains on the Texas Assessment of Academic Skills and college admissions tests. Much work remains to be done to close the gap in performance for economically disadvantaged and minority students. Five appendixes contain definitions of the data items, the sources of data, a list of bibliographic sources, end notes, and a list of school districts in alphabetical order. (Contains 32 exhibits and 9 references.) (SLD)

ED 427 026 TM 029 390

Snapshot '97: 1996-97 School District Profiles.
PUB DATE- 98
NOTE- 782p.; For the 1995-96 report, see ED 410 271.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Charter Schools; College Entrance Examinations; Economically Disadvantaged; Educational Administration; Educational Finance; Educational Trends; Elementary Secondary Education; *Equal Education; *Profiles; Public Schools; Rural Schools; *School Districts; School Personnel; School Size; Student Characteristics; Tables (Data); Urban Schools
IDENTIFIERS- *Texas; Texas Assessment of Academic Skills

"Snapshot '97," the 10th edition of this publication, provides information about students, student performance, staffing, and the financing of Texas public school districts. This annual summary is a useful source of information for anyone interested in the demographics of Texas schools, the resources available, and the improvements that have been made in student achievement. The report begins with "Statistical Highlights," an overview of education at the state level. These highlights explain how the public education system is organized; describe student, staff, and financial characteristics; and provide other statistics on many aspects of public schools. This opening narrative is followed by "Detailed Statistics," a section containing 87 different items of information for the state, regions within the state, and each of the 1,043 school districts in Texas. Information for the 16 newly formed charter schools is also included. These items provide information on student demographics and performance, staff characteristics, and school district finances. The first part of this section contains summary tables for the districts and charters categorized by size, community type, tax effort, property wealth per pupil, and Education Service Center Region. The second part of the "Detailed Statistics" section gives information for each individual school district. Five appendixes contain definitions of the data items, a list of bibliographic sources, a list of data sources, endnotes, and a list of school districts in alphabetical order. (Contains 29 exhibits and 11 references.) (SLD)

ED 427 027 TM 029 391

Hansche, Linda N.
Handbook for the Development of Performance Standards: Meeting

Inventory.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *College Students; *Culture Fair Tests; Foreign Countries; Higher Education; *Test Construction; Test Items; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Career Barriers; *Taiwan; Taiwanese People

This study developed an instrument for the assessment of career-related barriers in a Chinese culture. A pilot version of the Chinese Career Barriers Inventory (CCBI) consisting of 95 items was tested with 403 college students in Taiwan. After item and factor analyses, the CCBI was reduced to 80 items comprising 12 scales. Reliability coefficients for the 12 scales based on a sample of 850 college students ranged from 0.68 to 0.92. Results of the factor analysis supported the construct validity of the CCBI. The Chinese version of the Career Barriers Inventory is a useful instrument for understanding college students' perceptions of career-related barriers in a Chinese culture. (Contains 3 tables and 23 references.) (Author/SLD)

ED 427 046 TM 029 424

Jagielo, Linda M.
Qualitative Life History Interview Methodology with Computer Assisted Analysis: Lessons Learned from the Study.
PUB DATE- 98
NOTE- 24p.; Poster presented at the National Head Start Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Females; *Interviews; *Life Events; Preschool Education; *Qualitative Research; *Research Methodology; Researchers; *Teaching Methods
IDENTIFIERS- *Project Head Start; *Researcher Subject Relationship

A qualitative study of Head Start teachers sought to discover their perception of the impact of their life experience upon their professional pedagogy. The study focused on long-term Head Start teachers (16 to 28 years) who began their association with the program as parents and lived and worked in the classroom. Lessons learned about the methodology of data collection and analysis, ethical issues, and research challenges are described. The researcher was the primary instrument for data collection and analysis, and the qualitative approach was a life history interviewing methodology that called for building a rapport with participants. Data were collected through interviews, observations, documents, oral notes, and the researcher's reflective journal. Particular problems were experienced in the selection and use of software and the overwhelming quantity of data to be analyzed. Ethical problems concerned the disclosure of preliminary findings to participants and the balance between not misrepresenting their stories yet delving deeply into what they had said. Five appendixes contain interview flowcharts, an interview protocol, the concept flowchart for the study, a summary of research questions, and a cross-case analysis grid.

particularly the assessment of students. Recently, several national and regional accreditation agencies have mandated that universities also engage in self-assessment programs. However, assessment is not clearly defined from campus to campus. Some of the issues in educational assessment in higher education are explored and illustrated with a discussion of the assessment process as it operates at the University of Arkansas at Little Rock. To be effective, college and university assessment plans must include more than simply assessing students through examinations. They must include a comprehensive approach to determine if, and how, skills learned in classes are actually applied later on. Developing assessment plans that evaluate ongoing students' achievement and long-term students-employer perceptions of the value and pertinence of the graduate's program of study allow faculty to review curricula and examine instructional practices. At the University of Arkansas, this sort of assessment has begun, with a plan developed for each faculty in a collegial, but stressful, process. The assessment process evolved to allow each faculty to evaluate assessment plans in its own college, resulting in a more positive attitude. Faculty members are more comfortable having their plans evaluated by colleagues, and the assessment process is becoming more likely to lead to program improvement. (Contains 11 references.) (SLD)

ED 427 067 TM 029 448

Jamison, Margaret Godwin
Building Conceptual Understanding of Research and Statistical Methods through Student Projects.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Critical Thinking; *Educational Research; Experiential Learning; Higher Education; Qualitative Research; *Research Methodology; Researchers; *Statistics; *Student Projects; Student Research

Student projects in both research and statistics classes promote active learning and critical thinking not found in more passive types of course delivery. Students start the dialogue of researchers as they internalize the process of conducting research projects with "real world" issues of interest to them in introductions to research and statistics taught at the University of Louisville (Kentucky). In research classes, the content focuses on the processes needed to create an American Psychological Association journal article using both qualitative and quantitative research techniques on a single research problem. The student devises a research plan, completes it with feedback, and learns to write each section of a research paper. In statistics classes, the content is focused on using statistics in writing research questions along with methods and results sections for one research problem chosen by the students. The content is the same as that of most statistics classes except for the continual conceptual emphasis on one research problem. The success of these courses is reflected in positive student enthusiasm for the projects created. Student start to learn the role of researcher or statistician and how to communicate the results of the work

Appendixes identify the number and percent of students tested with the California Achievement Tests at each grade, and summarizes local performance on Advanced Placement tests. (Contains 210 tables.) (SLD)

ED 427 087 TM 029 470

Marzano, Robert J.
A Theory-Based Meta-Analysis of Research on Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Cognitive Processes; Educational Practices; Educational Research; *Educational Theories; Effect Size; *Instruction; Instructional Effectiveness; Knowledge Level; *Meta Analysis; Research Methodology; Synthesis; Tables (Data); *Teacher Role; Teaching Methods

Instructional research is synthesized, using categories specific and functional enough to provide guidance for classroom practice. The opening chapter presents a theory for conducting a theory-based meta-analysis of the research on instruction, outlining a theory that involves four elements of human information processing: the self-system, the metacognitive system, the cognitive system, and knowledge. Chapter 2 describes the ways in which these four elements are represented in permanent memory. In chapter 3, the four elements and their subcomponents are described in detail. Chapter 4 describes specific design features of the meta-analysis, and chapters 5 through 8 present the results of the meta-analysis. Chapter 9 contains a general discussion of the findings in terms of classroom practice. In all, the meta-analysis used more than 4,000 effect sizes that involved an estimated 1,237,00 subjects. One observation that results from the meta-analysis is that the self-system appears to be the control center for human behavior, while the metacognitive system is the engine of learning. Three relatively straightforward implications are drawn. The teacher should: (1) identify knowledge and skills that are targets of instruction; (2) identify and use specific instructional techniques for specific instructional goals; and (3) use instructional techniques that apply to all types of instructional goals. (Contains 47 tables, 25 figures, and 398 references.) (SLD)

ED 427 088 TM 029 471

Marzano, Robert J.
Models of Standards Implementation: Implications for the Classroom.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Curriculum Development; Educational Assessment; Educational History; *Educational Objectives; Educational Trends; Elementary Secondary Education; Performance

feasibility/usefulness. The instrument is found to be potentially useful in instructor evaluation, research on variables affecting clinical teaching, and staff development. (DB)

ED 426 657 HE 031 806

Frankfort, Frank, Ed.
FIPSE Project Abstracts: Comprehensive Program 1995-1998; EC/US Joint Consortia 1998; Controlling the Cost of Postsecondary Education 1998; Disseminating Proven Reforms 1998.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Demonstration Programs; Educational Change; Federal Programs; Foreign Countries; Grants; Higher Education; Instructional Improvement; International Programs; Postsecondary Education; Program Costs
IDENTIFIERS- European Community; *Fund for Improvement of Postsecondary Education

This document lists projects funded under the Department of Education's Fund for the Improvement of Postsecondary Education's (FIPSE) Comprehensive Program from 1995 through 1998. Also included in this edition are abstracts of the three 1998 FIPSE focus competitions: Disseminating Proven Reforms, European Community/United States Joint Consortia, and Controlling the Cost of Postsecondary Education. Projects are listed alphabetically by institution within each year. Each listing includes the grant number, the institution, a brief abstract of the program with its ending date, and contact information (including names, addresses, phone numbers, e-mail addresses, and World Wide Web sites, when available). The special 1998 focus programs are listed separately. (DB)

ED 426 658 HE 031 814

Bowden, John; Marton, Ference
The University of Learning. Beyond Quality and Competence in Higher Education.
PUB DATE- 98
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; College Curriculum; *College Instruction; Educational Philosophy; Foreign Countries; Higher Education; *Learning Processes; Outcomes of Education

This book extends the ideas of the competency and quality movements in higher education to definitions of learning outcomes that deal with an unknown future, and to accountability as a consequence rather than a focus. It argues that ways of teaching (bringing learning about), assessment (finding out what has been learned), and university management (organizing learning) should be based on whether they facilitate intended learning outcomes. The book stresses that learning in the sense of knowledge formation can be considerably facilitated by paying attention to how knowledge is formed within different fields. Following chapter 1, which introduces the idea of the university, chapters 2, 3, and 4 raise basic questions about the different forms of learning and encountered by Clarion University (Pennsylvania) in its efforts to plan to increase equity and diversity. The development of the initiative is reviewed from its beginning in 1990 through conferences held in 1992 and 1997, and including the development of six major goals; a meeting on staffing diversity; implementation of the Building Bridges program, designed to promote communication and understanding between Clarion students of diverse racial and ethnic backgrounds; development of an interdisciplinary Black Studies minor in 1995; and university/community workshops, entertainment activities, and scholarly programs. Policy and procedure statements on the following four topics are described: (1) sexual harassment, (2) nondiscrimination, (3) faculty searches, and (4) disabilities. Four problems encountered in the effort are also recounted. These included resignation of the initiative's first director, only partial success of programs and workshops, slow improvement in hiring of women and minimal improvement in minority hiring, and lack of receptivity to minority groups by local residents. The paper concludes that, after eight years of aggressive initiatives and programming concerning diversity, only minimal progress can be reported. (Contains 35 references.) (DB)

ED 426 678 HE 031 836

Lyons, Paul
Assessment Techniques To Enhance Organizational Learning.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; *Evaluation Methods; Faculty Development; Group Dynamics; Higher Education; Job Development; *Organizational Development; Problem Solving; Quality of Working Life; Role Perception; *Staff Development; Teamwork
IDENTIFIERS- *Diagnostic Window Technique; *Role Analysis Paradigm

This paper addresses the need for group-based or team-based techniques to facilitate organizational learning. It identifies two process-oriented strategies: the role analysis technique (RAT) and the diagnostic window technique. These techniques can be used in meetings to model the intellectual tasks that need to occur in today's learning organizations, to encourage critical thinking in employees by challenging assumptions about interpersonal transactions and existing mental models, and to offer opportunities for experimentation and enlivening of group interaction. The concept of the "learning organization" is explained, as are implications for the training and education of organization employees. RAT is described as a technique for improving the effectiveness of a work group through a process that clarifies role expectations in a group setting. The diagnostic window technique is intended to help a group identify important issues and problems through the use of a matrix which identifies things that are not working, things that are working, things amenable to change, and things not amenable to change resulting in four quadrants which identify areas of potential positive change. Both techniques are seen as requiring employees to practice behaviors expected in the learning organization. (DB)

ED 426 679 HE 031 837

PUB DATE- 99
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Adolescents; Annotated Bibliographies; *Childrens Literature; Evaluation Criteria; Fiction; Intermediate Grades; Learning Activities; Middle Schools; Nonfiction; Preadolescents; Readability; Reading Interests; Reading Material Selection; *Reading Materials; *Reading Motivation; Secondary Education
IDENTIFIERS- Book Reports; Book Talks; Reading Lists; *Reluctant Readers

This publication describes 40 fiction and nonfiction titles for grades 5 through 12 that will get the attention of even the most reluctant readers. Books range from humor and romance to adventure, mystery, and the supernatural. The titles were chosen based on the following criteria: recent publication date; relatively short length; appealing format; eye-catching book jacket or cover with characters' ages accurately reflected; high interest, meaningful subject matter; appropriate reading level; notable authors; and excellent writing, vivid and realistic characters, authentic dialogue, and gripping plots. Entries are divided into two grade level categories--middle school and high school. Each entry includes complete bibliographic information, genres, themes, reading level, interest level, review citations, author information, plot summary, tips on introducing the book, booktalk suggestions, literature extensions/alternative book report activities, and reproducible bookmarks. Contains author/title and genre/themes/activities indexes. (DLS)

ED 426 698 IR 057 263

LaPoint, Virginia A.
Electronic Resources in Ohio Prison Libraries.
PUB DATE- 97
NOTE- 44p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Information Technology; Internet; *Library Automation; Library Collection Development; Library Funding; Library Materials; Library Networks; Library Research; *Library Role; *Library Services; Library Standards; Library Surveys; Modems; Online Catalogs; Optical Data Disks; *Prison Libraries; Questionnaires; Tables (Data)
IDENTIFIERS- Barriers to Implementation; *Electronic Resources; Library History; Ohio

Traditionally, libraries have had a role of providing equitable access for those who might not otherwise have access, and this role continues today in implementing access to electronic resources. However, there are special problems in applying this mission to prison libraries. A short history of automation in prison libraries is followed by a description of the current environment that prison libraries operate in, along with a notation of current standards and the current lack of research in this area. A survey questionnaire was sent to librarians of the 29 state prison libraries currently operating in Ohio Department of Rehabilitation and Corrections. Twenty-two responded to the survey, for a response rate of 76%. This research paper analyzes and describes a variety of data regarding institution capacity, OPACs (online public access interpret them, or the hardware on which that software runs, becomes obsolete and is lost. This report explores the technical depth of the problem of long-term digital document preservation, analyzes the inadequacies of a number of ideas that have been proposed as solutions, and elaborates the emulation strategy. The central idea of the emulation strategy is to emulate obsolete systems on future, unknown systems, so that a digital document's original software can be run in the future despite being obsolete. Contents of this report are as follows: (1) Introduction (stating the digital preservation problem and introducing the emulation strategy); (2) The Digital Longevity Problem; (3) Preservation in the Digital Age; (4) The Scope of the Problem; (5) Technical Dimensions of the Problem; (6) The Inadequacy of Most Proposed Approaches; (7) Criteria for an Ideal Solution; (8) The Emulation Solution; (9) Research Required for the Emulation Approach; and (10) Summary. (Author/AEF)

ED 426 716 JC 990 021

Grede, John F.
Final Observations on Collective Bargaining.
PUB DATE- 98
NOTE- 7p.; For other "Collective Bargaining" papers, see JC 990 022 and ED 400 013.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arbitration; *Collective Bargaining; *College Faculty; *Community Colleges; Educational History; *Faculty College Relationship; Grievance Procedures; Labor Relations; *Negotiation Impasses; Teacher Strikes; *Teaching Load; Two Year Colleges; *Unions
IDENTIFIERS- City Colleges of Chicago IL

This document recounts the events, from the administration's point of view, leading to the inception of collective bargaining between the City Colleges of Chicago and the Cook County College Teachers Union in 1967. In this account, Chancellor Shabat recalls the critical closing moments of the negotiations during the spring of 1967. For some time prior to the contract signing, the union and the board were at an impasse over college teaching load, historically 15 contact hours per week. The demand by the union for a twelve-contact-hour teaching load had no real basis in practice among community colleges and was consistently rejected until enough pressure forced the chancellor to concede. Some of the widespread ramifications caused by this change include overwhelming staff-hiring responsibilities, increased student expenses (especially tuition), and the decision by many teachers to take on second jobs once their hours were cut. Since the late 1960's, only 600 of the former 1,350 full time faculty remain. Sixty percent of the teaching faculty are now part-time, and faculty tenure has been eliminated and replaced by employment contracts. Overall, faculty are receiving more pay for less work, and their perceptions of collective bargaining are positive, while the administration tends to see the process as an invasion of its assigned role. (AS)

ED 426 717 JC 990 022

Grede, John F.
Further Observations on Collective Bargaining.
PUB DATE- 76

Greenberg, Cindy A.
Researching for Public Speaking Classes: Requiring Various Media.
PUB DATE- 98
NOTE- 9p.; Paper contributed to the Teaching In The Community Colleges Online Conference (3rd, Kapiolani Community College, April 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Course Content; *Curriculum Development; *Educational Research; Educational Technology; Instructional Innovation; *Multimedia Instruction; *Public Speaking; *Speech Curriculum; Surveys; Two Year Colleges

This paper presents steps for incorporating research into a community college public speaking class curriculum. It outlines, from an historical perspective, the different techniques and tools of research, including face-to-face contact, the printing press, modern machinery, and computers. It suggests discussing research surveys and taking students on a tour of the library and computer lab, before the formal speechmaking process begins, to show students how to use research in developing speeches. This particular model describes five types of speeches made during the semester, each employing more technologically advanced modes of research than the last: (1) self-reflection speech, requiring no research; (2) family member/friend speech, requiring interview research; (3) informative speech, requiring book and newspaper research; (4) persuasive speech, requiring both traditional and electronic encyclopedic research as well as electronic newspaper or journal research; and (5) informative speech, requiring an e-mail interview and Web-site research. A concluding assignment directs students to present orally their opinions on using new media for research. (AS)

ED 426 737 JC 990 066

Cunningham, Steve; Hiris, Eric
Freshman Survey Report, 1997.
PUB DATE- 99
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Freshmen; *Community Colleges; *Comparative Analysis; Longitudinal Studies; National Surveys; Statistical Data; *Student Attitudes; *Student Characteristics; Student Educational Objectives; *Student Surveys; Two Year Colleges
IDENTIFIERS- *Cooperative Institutional Research Program; Pennsylvania College of Technology

The Cooperative Institutional Research Program (CIRP) sponsors a national annual survey that gathers data on incoming freshman classes at two- and four-year institutions. The data allow the colleges to compare their students with previous classes and with the "average" American freshman. This report presents findings from the 1997 CIRP survey at the Pennsylvania College of Technology (Penn College). The study is divided into the following sections: (1) detailed analyses and findings, including demographic trends and Penn College freshmen trends; (2) methodology and procedures; and (3) data tables, detailing high school preparation; religious, political and social views; and personal goals. Major findings include the following: (1)

*Parenting Skills; *Sibling Relationship; *Siblings
IDENTIFIERS- Family Dynamics; Sibling Rivalry

This videotape viewers' guide is intended to help facilitate instruction in managing sibling conflict. The guide first provides an overview of the 19-minute videotape which explains how parents can help children learn to solve conflicts on their own and why parents need to establish clear family policies to help siblings get along and maintain individual rights. The guide then lists what parents will know after viewing and discussing the videotape, including: how to prepare a child for an expected sibling; how and when to intervene in sibling disputes and the negative effects of comparing siblings. Next, the guide provides a brief exercise to precede viewing the videotape, and discussion questions for use after viewing, including how the videotape illustrates handling physical conflict and what family policies the videotape suggests. Research and writing projects for parents are also suggested. Pages reproducible for handouts are included in the guide, covering suggested ways to respond to sibling conflicts, such as logical and natural consequences or cool down period; non-negotiable family policies; tips for introducing a new baby to siblings; and characteristics of regressive behavior that children might exhibit in response to a new sibling. (HTH)

ED 426 758 PS 026 687

Schrank, Louise Welsh; Hoke, Susan
Raising Sexually Healthy Children. Sexual Development, Sexual Abuse Prevention & Self Esteem for Children under Seven.
PUB DATE- 98
NOTE- 31p.; Designed to accompany and be used with companion videotape, but has enough content to be useful on its own.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Abuse; Parent Child Relationship; *Parent Education; Physical Development; *Prevention; *Sexual Abuse; *Sexuality; Young Children
IDENTIFIERS- Adult Child Relationship

This videotape guide is intended to prepare current and future parents to handle without nervousness important body issues that develop during a child' early years. The early prevention training companion video shows how parents can protect the young from sexual abuse by training children to recognize improper advances, to say no to a perpetrator, and to speak up should an incident occur. The "Overview" section of the guide notes the prevalence of sexual abuse and the effects of child sexual victimization. The guide then lists objectives of the video teaching session, including promoting parenting that fosters self-esteem and body acceptance rather than shame, and showing when and how to handle questions about sex. Next the guide provides discussion questions for use after viewing the video in the areas of psycho-sexual development, shame and self-esteem, and body safety. The remainder of the guide presents pages reproducible as handouts covering myths about preventing child sexual abuse; correcting behavior without inducing shame; sexual development and self-esteem in children; how a child's sexuality develops; when a child has been abused; teaching body safety; characteristics of a perpetrator; and signs of sexual abuse. (Contains 52 references.) (HTH)

ED 426 759 PS 026 962

Troseth, Kathryn Scudder, and Judy DeLoache); (5) "The Development of Pretense and Narrative in Early Childhood" (Robert Kavanaugh and Susan Engel); (6) "Play as an Opportunity for Literacy" (Kathleen Roskos and Susan Neuman); (7) "Play and Social Competence" (Gary Creasey, Patricia Jarvis, and Laura Berk); (8) "Social and Nonsocial Play in Childhood: An Individual Differences Perspective" (Kenneth Rubin and Robert Coplan); (9) "Play in Special Populations" (Fergus Hughes); (10) "The Cultural Context of Children's Play" (Jaipaul Roopnarine, Jennifer Lasker, Megan Sacks, and Marshall Stores); (11) "Play and the Assessment of Young Children" (A.D. Pellegrini); (12) "What is Stylish About Play?" (Olivia Saracho); (13) "Physical Environments and Children's Play" (Joe Frost, Dongju Shin, and Paul Jacobs); and (14) "Real and Not Real: A Vital Developmental Dichotomy" (Brian Vandenberg). Each chapter contains references. (KB)

ED 426 777 PS 027 244

Dodge, Diane Trister; Yandian, Sharon E.; Bloomer, Donna
A Trainer's Guide to the Creative Curriculum for Infants and Toddlers.
PUB DATE- 98
NOTE- 347p.; "Contributing authors: Sherrie Rudick, Sarah Minteer Semlak, and Peter J. Pizzolongo."For "The Creative Curriculum for Infants and Toddlers", see ED 410 006. Published by Teaching Strategies, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Caregiver Child Relationship; Child Health; *Curriculum Guides; Infants; Preschool Education; Program Guides; Skill Development; *Staff Development; *Teacher Education; *Teacher Workshops; Toddlers; *Training Methods; Workshops
IDENTIFIERS- *Curriculum Implementation; *Day Care Quality; Project Head Start

Drawing from the core idea that infant and toddler care should be based on building relationships, this trainer's guide is intended for program directors, staff, and instructors who are using "The Creative Curriculum for Infants & Toddlers." Part one of the guide provides background information about "The Creative Curriculum" and describes the standards that define quality programs. This section also offers suggestions for: professional development of caregivers and teachers; creating a positive learning environment; learning about and using the "Curriculum"; and individualizing staff development. Part two of the guide offers a comprehensive series of workshops designed to introduce and involve caregivers and teachers in learning about and applying the "Curriculum" in their own settings. The workshops can be incorporated into a series of college courses, or offered on-site as part of ongoing staff development that enhances the career goals of each caregiver and teacher. The workshop series addresses all of the chapters in "The Creative Curriculum." Camera-ready handouts and references to the applicable sections of the "Journal" and the "Curriculum" are provided. The guide's resources section provides an annotated list of books and videos that complement the workshops, and a list of applicable web sites. (Author)

ED 426 778 PS 027 247

can afford. Families face serious problems finding quality childcare because costs are too high, they cannot find the quality they are looking for, or the demands of their work schedules limit their choices. There is no state that has successfully addressed the full range of problems facing families who need child care. Each state report contains references. The regional compilations conclude by noting that the problems identified highlight the need for a significant new commitment to child care. (KB)

ED 426 796 PS 027 281

Hewes, Dorothy W.
"It's the Camaraderie": A History of Parent Cooperative Preschools.
PUB DATE- 98
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Background; *Educational History; Parent Participation; *Preschool Education
IDENTIFIERS- *Cooperative Preschools; Historical Background; *Parent Cooperatives

This book offers a comprehensive history of the parent cooperative preschool movement, a unique educational system that attained its peak in the 1950s and 1960s. The book uses interviews with pioneers and current members of parent cooperatives, official documents, periodicals, and scholarly publications to offer a history that weaves the development and expansion of parent cooperatives with the growth of ideas about early childhood education. The narrative focuses on parent cooperatives in the years after World War II and presents a case for the influence that parent participation plays in promoting nurturing fathers and mothers who are community leaders. The book asserts that current trends indicate a resurgence of parent-initiated and parent-operated preschools in the United States and other countries. The book's sections are: (1) "Origins of Preschool Education"; (2) "Formative Decades of Cooperative Nursery Schools"; (3) "Establishing the Co-op Movement, 1940s-1960s"; (4) "California's Parent Participation Preschools"; (5) "An Internship in Leadership Development"; (6) "Changing Roles in American Families"; (7) "Would These Be Considered Co-ops?"; (8) "Parent Cooperative Preschools International"; (9) "One World for Families and Children"; and (10) "An Exploration of Trends and Potentials." (Contains approximately 400 references.) (EV)

ED 426 797 PS 027 282

Graves, Michelle
100 Small-Group Experiences. The Teacher's Idea Book 3.
PUB DATE- 97
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Class Activities; *Group Activities; *Group Experience; *Learning Activities; *Preschool Curriculum; Preschool Education; *Small Group Instruction; Student Centered Curriculum; Teaching Guides; Time Blocks

*Project Head Start

Head Start is a national program that provides comprehensive developmental services for preschool children (ages 3 to 5) from low-income families and social services for their families. Approximately 1,400 community-based nonprofit organizations and school systems develop programs to meet specific needs. Head Start began in 1965 in the Office of Economic Opportunity and is now administered by the Administration for Children and Families. In fiscal year 1999, $4.66 billion was allocated for Head Start services. This fact sheet describes the overall program and several of its more focused components. The first section of the fact sheet covers the major components of Head Start--education, health, parent involvement, and social services--and the general grant process. The next sections discuss Head Start programs for American Indians and migrants, providing program statistics and general information. The third section describes improvements to Head Start, including increased funding and new performance standards. The fact sheet concludes with sections on Early Head Start, which expands the program to children under age 3 and pregnant women, and on new investments in the program. (EV)

ED 426 816 PS 027 328

Kimball, Kathleen A.
Reducing Negative Behaviors of Elementary School Students through a Program Which Honors Values Discussions, the Arts, and Satisfies Children's Basic Needs.
PUB DATE- 98
NOTE- 64p.; Practicum II Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Antisocial Behavior; *Art Education; *Behavior Change; Change Strategies; Childhood Needs; Discussion; Elementary Education; Elementary School Students; Interpersonal Relationship; *Student Behavior; Values; *Values Education

This practicum project implemented and evaluated an 8-month program designed to reduce negative behaviors among first- through fifth-grade students. Counseling referrals, student interviews, and faculty surveys indicated that the negative behaviors of gossip, name calling, and exclusion of fellow students from class and play activities were prevalent in the school. For the program, every class received 30 to 60 minutes per week of values development techniques. The values of tolerance and respect for human dignity and worth were encouraged through discussion of children's insights, sharing of ideas through artistic media, and cross-visitation of classes using videotapes of presentations by children. Staff and PTA members also collaborated to assist the school's economically disadvantaged and transient children whose basic needs were not being met. Post-intervention data revealed a reduction in counseling referrals for gossip, name calling, and exclusion. Student interviews and faculty surveys, however, indicated a need to further address the negative behaviors. (Contains 56 references.) (Author/EV)

ED 426 817 PS 027 344

Howell, Christie; Long, Grace
Authentic Learning and Teaching in the Infant Day Care Classroom.
PUB DATE- 98
NOTE- 15p.; Paper presented at the MSERA Conference (New Orleans, LA, November 3-6, 1998).

and private sectors, between channels of learning, between the worlds of work and learning, between "modern" and "traditional" systems of knowledge, and among languages. The second section looks at key problems and issues related to the economy, agriculture, health, education, and communications in Mozambique as a whole and in the provinces of Sofala and Nampula, focusing on effects of the decade-long civil war, widespread dependence on subsistence agriculture, limited access to education, high rates of illiteracy, poor health conditions, and the education of women and girls. Final sections suggest directions for project content, audiences, organization, and location and include recommendations for the next mission. Contains 33 references and an additional bibliography. Appendices list persons and groups met within Maputo and organization name abbreviations. (SV)

ED 426 834 RC 021 795

Henderson, Allison
Database of Schools Enrolling Migrant Children: An Overview.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 98
NOTE- 41p.; Document downloaded from Web site. Some maps and bar graphs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Databases; Elementary Secondary Education; *Institutional Characteristics; *Migrant Education; *Public Schools; *School Demography; School Surveys
IDENTIFIERS- Common Core of Data Program

Until recently, there was no information on U.S. schools attended by migrant children and their characteristics. Migrant children and youth often were excluded from major educational studies because of the lack of a nationally reliable sampling frame of schools or districts enrolling migrant children. In an effort to fill this gap, the U.S. Department of Education embarked on a project to develop a database of schools that enroll migrant children. In Spring 1997, state Migrant Education Program directors were asked to list public schools and other sites serving migrant children during the regular or summer term. Information from 49 states (excepting Hawaii), the District of Columbia, and Puerto Rico was used to create a data file of public schools serving migrant children. In addition, data on 140 private schools and 522 other organizations serving migrant students were used to create a separate data file. Following information on database limitations and availability, this paper provides summary statistics on public schools serving migrant children. In 1997, 22,225 schools enrolled migrant children during the regular school year, the summer term, or both. California reported the greatest number of migrant schools, while Alaska reported the largest percentage of public schools enrolling migrant students. In comparison to nonmigrant schools, migrant schools tended to be larger and poorer and to enroll larger proportions of minority students. Data tables and figures detail school characteristics and provide information for each state. Internet version provides links to the database. (SV)

ED 426 835 RC 021 796

Koki, Stan; Lee, Harvey

IDENTIFIERS- Renewable Resources; *Solar Energy Systems
Schools today are hosting the solar energy systems that will become commonplace tomorrow in public buildings, homes, and businesses. This publication serves as a guide to how schools are using solar energy, listing scores of schools currently using the sun for lighting, heating, and cooling as well as highlights of innovative programs to expand the use of solar energy. Contains a list of resources for further investigation. (Author/NB)

ED 426 855 SE 061 920

Fortier, John D.; Grady, Susan M.; Lee, Shelley A.; Marinac, Patricia A.
Wisconsin's Model Academic Standards for Environmental Education. Bulletin No. 9001.
PUB DATE- 98
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; *Environmental Education; *Interdisciplinary Approach; *State Standards
IDENTIFIERS- Wisconsin
This guide to Wisconsin's academic standards for environmental education describes the process and development of state environmental standards. Designed for administrators, school board members, and teachers, the guide explains the purpose and goals of creating standards and contains a brief history of environmental education in Wisconsin. The standards are divided into five sections: (1) Questioning and Analysis; (2) Knowledge of Environmental Processes and Systems; (3) Environmental Issue Investigation Skills; (4) Decision and Action Skills; and (5) Personal and Civic Responsibility. Each section is then subdivided into content standards and performance standards for Grades 4, 8, and 12. Emphasis is placed on interdisciplinary approaches to environmental education, using environmental education as a theme throughout the K-12 curriculum; developing critical thinking, problem solving, decision making, and communication skills; and encouraging responsible citizenry and community skills. A glossary of terms is included. (SJR)

ED 426 856 SE 061 930

Greenberg, Barbara R.; Patterson, Dianne
Art in Chemistry; Chemistry in Art.
PUB DATE- 98
NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Chemistry; Hands on Science; High Schools; *Integrated Curriculum; Learning Activities; Science Instruction
High school teachers are often challenged to motivate students who have little or no interest in a subject and are bored with traditional instruction. This unique book is designed to help educators make chemistry classes more interesting and links art curriculum to practical applications, integrating the two subjects through scores of hands-on activities and fascinating

gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in District of Columbia on the NAEP mathematics scale was 191 compared to 217 nationwide; for District of Columbia eighth-grade students the average proficiency was 234 compared to 266 nationwide. (ASK)

ED 426 872 SE 062 166

NAEP 1992 Mathematics State Report for Florida. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Florida; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Florida, 2,828 fourth-grade students in 110 public schools and 2,549 eighth-grade students in 103 public schools were assessed. This report describes the mathematics performance of Florida fourth- and eighth-grade students in public schools and compares their overall performance to students in the Southeast region of the United States and the nation. The distribution of

This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Michigan, 2,423 fourth-grade students in 98 public schools and 2,616 eighth-grade students in 101 public schools were assessed. This report describes the mathematics performance of Michigan fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Michigan on the NAEP mathematics scale was 219 compared to 217 nationwide; for Michigan eighth-grade students the average proficiency was 267 compared to 266 nationwide. (ASK)

ED 426 884 SE 062 178

NAEP 1992 Mathematics State Report for Minnesota. The Trial State Assessment Program.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 93
NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests; Standards; Statistics; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- *Minnesota; National Assessment of Educational Progress; State Mathematics Assessments; Trial State Assessment

Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Oklahoma, 2,254 fourth-grade students in 124 public schools and 2,141 eighth-grade students in 105 public schools were assessed. This report describes the mathematics performance of Oklahoma fourth- and eighth-grade students in public schools and compares their overall performance to students in the West region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Oklahoma on the NAEP mathematics scale was 219 compared to 217 nationwide; for Oklahoma eighth-grade students the average proficiency was 267 compared to 266 nationwide. (ASK)

ED 426 896 SE 062 190

NAEP 1992 Mathematics State Report for Pennsylvania. The Trial State Assessment Program.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 93

NOTE- 217p.; For the entire report covering the nation and the states, see ED 360 190. For the 44 separate reports for 41 states, District of Columbia, Guam, and the Virgin Islands, see SE 062 158-201.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Algebra; Calculators; Elementary Education; Estimation (Mathematics); Family Environment; Functions (Mathematics); Geometry; *Grade 4; *Grade 8; Homework; *Mathematics Achievement; Mathematics Education; Measurement; *National Competency Tests; Number Concepts; Probability; Problem Solving; Public Schools; *Standardized Tests;

are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In the Virgin Islands, 1,479 eighth-grade students in 6 public schools were assessed. This report describes the mathematics performance of the Virgin Islands eighth-grade students in public schools and compares their overall performance to students in the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of eighth-grade students in the Virgin Islands on the NAEP mathematics scale was 222 compared to 266 nationwide. (ASK)

ED 426 908 SO 026 766

The Haiku Moment: Seeing the World in a Grain of Sand. A Curriculum Unit for Elementary Levels. Revised.
PUB DATE- 95
NOTE- 25p.; For the secondary curriculum unit, see ED 398 147. Accompanying slides not available from EDRS. Funding for revision was provided by the Japan Fund, Stanford University, and the Consulate General of Japan, San Francisco.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; Culture; Elementary Education; Foreign Countries; Global Education; *Haiku; *Interdisciplinary Approach; Language Arts; Literature; Multicultural Education
IDENTIFIERS- *Japan

In recent years, haiku has become a widely adopted part of the language arts, social studies, and multicultural studies curriculum, particularly at the elementary level. Haiku became popular in the 17th and 18th centuries in Japan. Haiku remains popular because these poems describe nature and human experiences, as well as being simple and short. Through inquiry, examples, and audio-visual materials, students will discover the essence of haiku and eventually apply what they learn in this unit in a final activity by writing their own haiku. This unit consists of an opening activity, plus three main activities and optional closing activities. Activities are entitled: (1) "Reading Haiku"; (2) "Characteristics of Haiku"; (3) "Visualizing Haiku"; and (4) "Writing Haiku." Three appendices conclude the unit: (1) "Teacher Introduction to

Questionnaires; *Stereotypes; *Student Attitudes; Student
  Surveys; Undergraduate Students
IDENTIFIERS- *Tolerance

This paper suggests that because higher education is instrumental in increasing awareness and sensitivity toward minority images and can influence levels of tolerance that students display and convey to public actors; therefore, many universities offer classes that challenge students to look beyond stereotypes and to appreciate the diversity of foreign, minority, and gender groups. If these classes are capable of encouraging diversity, tolerance, and inclusion, then a measurable change in the level of tolerance and the stereotypes held by students taking these classes can be expected. Using pre- and post-class surveys, it was found that students who take one of the foreign/minority/gender classes to meet core curriculum requirements have no significant change in their stereotypes or in their tolerance levels toward women, minorities, and gays after taking the class, compared to their tolerances and images of these groups before taking such a class. (Contains 3 tables of data and 36 references. Appendix A contains cover letters for students and instructors and the questionnaire; Appendix B lists the various types of classes offered; Appendix C describes the research project.) (BT)

ED 426 928   SO 029 842

Seleti, Yonah
From History to Human and Social Sciences: The New Curriculum
  Framework and the End of History for the General Education and
  Training Level
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Apartheid; Course Descriptions; *Curriculum
  Development; *Curriculum Problems; Foreign Countries; *History
  Instruction; Political Issues; *Secondary Education; Social
  Sciences; Teacher Role
IDENTIFIERS- *Curriculum Implementation; *National Qualifications
  Framework (South Africa); South Africa; Transition Time

Seen as a vehicle for transforming the pre-tertiary education and training system of South Africa, the new Curriculum Framework of 1997 looks to empower people for participation in a democratic society. This paper contends that, although the Curriculum Framework policy document articulates the need for a partnership between parents, teachers, the private sector, and the state in curriculum development, the claims that the process has made to being democratic and empowering have been put to the test and largely found wanting. The paper locates the process of curriculum formulation in South Africa in the wider context of the politics of transition from apartheid to the new democratic dispensation. In the paper, a broad outline of the National Qualifications Framework (NQF) serves as a backdrop for discussions on the development of the history curriculum. According to the paper, the "acid test" for the NQF is how the system will be implemented, considering that there are many factors involved in its implementation. The paper specifically examines the proposed changes to the history curriculum and the process followed in effecting those changes. Further, the paper argues that the crisis facing the history curriculum is merely a reflection of wider crises and contradictions that have been part of the transition. Also explored are the state centered initiatives to reformulate the

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Rights; Civil Rights; Class Activities; Educational Objectives; *Hearings; High Schools; *Juvenile Justice; Law Related Education; Lesson Plans; Public Policy
IDENTIFIERS- *Decline Hearing; *Washington

This lesson plan for grades 9-12 uses a videotape to examine the difference between the adult and juvenile justice systems. The lesson plan presents objectives, lists materials needed, and details classroom procedures. It also provides a handout on the differences between juveniles and adults before the law and offers information on "The Kent Criteria." (BT)

ED 426 949 SO 029 873

Jones, Lois Swan
Art Information and the Internet: How To Find It, How To Use It.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Art; Art Education; Computer Networks; Directories; Reference Materials; Resource Materials; *World Wide Web

This book characterizes and organizes the extensive art information in cyberspace on the Internet. The book shows how to locate visual and text data on the Internet and how to evaluate and supplement that data with material from other information formats to produce quality research results. The book is divided into three parts, each with a separate introduction. Part 1, "Basic Information Formats" discusses various information resources, including electronic data and print publications. Part 2, "Types of Web Sites and How to Find Them," explains the materials found at various types of Internet locations and the association and individuals contributing the data, the strengths and limitation of the Web sites, examples, and addresses. Part 3, "How to Use and Supplement Web Information" focuses the methodological discussions into seven basic steps covering materials needed for all types of research, including the in-depth approach required for writing academic papers or preparing lectures. The core material of the book is contained in Part 3 with different types of reference questions posed and various methodologies suggested for answering them. Two supplements complete the book. Appendix 1 lists books that index individual artists who participated in significant group exhibitions and suggests methods for locating reprints of the catalogues. Appendix 2 provides the Internet addresses for some of the art-related professional associations, accompanied by the titles of their publications. This book is a reference book, written for many types of people in all art disciplines and at a variety of different levels. The book provides a compact, handy guide for librarians, particularly those responsible for art reference and visual resource work. (EH)

ED 426 950 SO 029 874

The Role of Parents in the Education Systems of the European Union.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- English

teachers coached by the mentors would perceive a change in mentors' coaching skills. An experimental group included 15 trained mentors and their beginning teachers. A control group included seven untrained mentors and their beginning teachers. The training involved a comprehensive manual and a 2-day workshop. Participants received the manual to study before the workshop. Prior to the training, each mentor conducted an audiotaped coaching conference with a beginning teacher. After the training, trained and untrained mentors again conducted audiotaped coaching conferences with the same beginning teachers. Coaching skills of trained and untrained mentors were rated by expert judges and by the beginning teachers. Beginning teachers also estimated the effects of the coaching on their own practice. Analysis of the judges' observations indicated there was a significant treatment effect for the coaching skills related to the development of autonomy, feedback, and encouragement of self-reflection. Pre- and post-training ratings from the beginning teachers showed no significant treatment effects, as the beginning teachers rated their mentors' coaching skills very favorably at pretest. (Contains 27 references.) (SM)

ED 426 968 SP 038 263

Guild, Pat Burke; Garger, Stephen
Marching to Different Drummers. 2nd Edition.
PUB DATE- 98
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; *Cognitive Style; Cultural Awareness; *Cultural Influences; *Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Faculty Development; Multiple Intelligences; Students; Teacher Attitudes; Teaching Styles

First published in 1985, this revised edition focuses on diversity in education, exploring differences in style to help educators better fulfill their responsibilities and assist people in realizing their potential. Among the new chapters are a discussion of the importance of knowledge about students' culture, learning styles in light of recent discoveries about the functioning of the brain, and how learning styles relate to the theory of multiple intelligences. Section 1, Diversity in Education, argues for more accommodation of differences, defining style, providing background into style research, and addressing the impact of culture and the knowledge of the brain's functioning. Section 2, Examples of Style, describes applications of style in seven areas, focusing on seven major research models and providing an example of application for each. The seven models represent major efforts historically and conceptually and include the models of Carl Jung, Herman A. Witkin, Walter Barbe and Raymond Swassing, Rita Dunn and Kenneth Dunn, Anthony Gregorc, Bernice McCarthy, and Howard Gardner. Section 3, Responding to Diversity, identifies common questions and discusses applications, implementation, and staff development. A comprehensive annotated bibliography is included. (Contains 132 references.) (SM)

ED 426 969 SP 038 264

appropriately and the skills to implement their choices. (Contains 14 references.) (SM)

ED 426 987 SP 038 285

Anfara, Vincent A., Jr.; Brown, Kathleen M.
Advisor-Advisee Programs in Middle Schools: Community Building in a State of Affective Disorder.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Convention of the University Council for Educational Administration (St. Louis, MO, October 30-November 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Educational Environment; Intermediate Grades; Junior High School Students; Junior High Schools; *Middle Schools; Secondary School Teachers; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Adviser Effectiveness; Adviser Role; *Advisers; Caring

Researchers used a qualitative case-study methodology to examine the current status, strengths, and shortcomings of advisor-advisee programs in middle schools. Data came from six middle schools in two large metropolitan areas. At each school, researchers interviewed at least three teachers and three students. The teacher interviews focused on involvement in the advisor-advisee program, program organization, positive and negative program aspects, needed changes, feelings about being an advisor, activity selection for the program, responsibility for the advisory program, relationships with advisees, and changes in teacher and student attitudes. The student interviews asked about experiences in the program, relationships with adults in the program, ability to talk to the advisor, the advisor as a role model, pride in the school as a result of the program, relationships with other students as a result of the program, and talking with parents about the program. Data analysis indicated that participants believed in the importance of an adult who cares for an adolescent. There was great diversity in how programs were structured. Two themes emerged about the effect of advisory programs on the schools: teachers moving from attention provider to detention giver and the fact that everyone seemed to be able to point to something good no matter what the situation. (Contains 73 references.) (SM)

ED 426 988 SP 038 286

Fries, Bedelia; Monahan, Brian
Low Cost Distance Learning Strategies for Educators.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communications Satellites; *Computer Uses in Education; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Internet; Teaching Methods; *Teleconferencing
IDENTIFIERS- Digital Communications; *Digital Data

New technologies offer educators a lower cost, easier to access opportunity to use distance learning. The Internet, which has had a wide impact on education, has only recently become widely state-initiated actions aimed at improving the quality of teaching. Section 1 addresses state attention to educational reform and quality of teaching (recent focus on teaching quality, critical roles of states, and how states can promote teaching quality). Section 2 discusses how states are promoting visions of good teaching and learning (student standards and assessments, standards for teaching practice, and independent professional standards boards). Section 3 examines how states are attracting, rewarding, and retaining capable people in teaching (teacher recruitment needs, recruiting teachers and facilitating their mobility, ensuring teacher qualifications, using salaries to attract and retain teachers, and removing unqualified teachers). Section 4 discusses how states are improving the initial preparation and induction of teachers (standards and accountability, alternative certification, and beginning teacher induction programs). Section 5 looks at how states are motivating and supporting teachers' ongoing professional learning (differences in the quality of opportunities for professional learning, state guidance and resources for professional development, and developing or mandating specific targets for professional development). Section 6 discusses how states are enhancing the school workplace environment. (Contains 47 endnotes.) (SM)

ED 427 008 SP 038 311

Mushi, Selina L. P.
Information Technology and the Curriculum Process in Developed and Developing Countries: A Comparative Analysis and the Changed Role of the North American Teacher.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Curriculum Development; Developed Nations; Developing Nations; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Information Networks; *Information Technology; Internet; Multimedia Materials; *Teacher Role; Teachers

This paper critically analyzes the interrelationships among information technology, the curriculum process, student exposure to information technology, and the role of the teacher in developing countries and in the developed world. The paper provides highlights about the tremendous amounts of information readily available in, and accessible through, computer networks around the world (e.g., the Internet). Students' exposure to information technology and computer networks varies, ranging from little or none in developing countries (e.g., Tanzania) to everyday use in most parts of developed countries (e.g., the United States). However, the education industry appears to be globally lagging behind in utilizing information technology to enrich school learning. North American teachers are urged to take the lead as facilitators of structures for synthesizing the information students access and gearing it toward a higher quality of learning. The paper discusses the changed role of North American teachers, and it draws implications for classroom practices and teacher qualities. Finally, it suggests a collaboration between teachers in the developed world and the developing world to reduce the ever-widening gap with regard to information technology. (SM)

ED 427 009 SP 038 312

the Requirements of Title I.
PUB DATE- 98
NOTE- 115p.; With contributions by Ronald K. Hambleton, Craig N. Mills, Richard M. Jaeger, and Doris Redfield.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Compensatory Education; Cutting Scores; Educational Assessment; Educational Practices; Educational Research; *Educationally Disadvantaged; Elementary Secondary Education; Federal Legislation; Low Income Groups; Performance Factors; *Standards; *State Programs
IDENTIFIERS- *Improving Americas Schools Act 1994 Title I; Standard Setting

Title I of the Improving America's Schools Act (IASA) of 1994 provides funds for schools with large concentrations of children from low-income families. A fundamental requirement is that children served by Title I funds must be educated according to the same academic standards as all other students. This handbook focuses on methods for developing performance standards in the aligned system of standards and assessments required by IASA Title I. The handbook aims to capture the best of current practice, without relying solely on the published literature, by drawing on the experiences of educators and recent research. The first section (chapters 1-4) defines performance standards in the context of an aligned education system and provides advice for developing a system of performance standards. Chapters introduce the idea of performance standards as a system, provide background about Title I legislation, and define terms related to performance standards. The second section (chapters 5-8) contains several state stories about initiating and developing performance standards and standards-based assessment programs. Chapters focus on Colorado, Maryland, Oregon, and Wyoming. The third section (chapters 9-10) contains the work of nationally recognized researchers in the field of assessment. Chapter 9, "Creating Descriptions of Desired Student Achievement When Setting Performance Standards" by Craig N. Mills and Richard M. Jaeger, describes a method for developing performance standards. Chapter 10, "Setting Performance Standards on Achievement Tests: Meeting the Requirements of Title I" by Ronald K. Hambleton, synthesizes research related to cutting scores. Most chapters contain references. Four appendixes present the instruments. (Contains 16 figures and 4 tables.) (SLD)

ED 427 028 TM 029 404

Derryberry, W. Pitt
Dispositional Modes of Functioning and Authentic Learning.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; Educational Psychology; Higher Education; *Learning; *Personality Traits; Student Attitudes;

(Contains 21 references.) (SLD)

ED 427 047 TM 029 425

Genteman, Michelle R.
A Validity Study of the AGS Early Screening Profiles with the Stanford-Binet Fourth Edition as Criterion.
PUB DATE- 92
NOTE- 54p.; Master's Thesis, Southern Illinois University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Correlation; *Intelligence Tests; Low Income Groups; *Preschool Children; Preschool Education; *Screening Tests; Test Use; *Test Validity
IDENTIFIERS- *AGS Early Screening Profiles; Project Head Start; *Stanford Binet Intelligence Scale Fourth Edition

The AGS Early Screening Profiles (AGS:ESP) instrument (P. Harrison, 1990) has been introduced recently as a screening instrument for predicting mental ability. A study was conducted to determine the degree of concurrent validity between the AGS:ESP and the Stanford Binet Fourth Edition (SB:FE), an instrument often used by psychologists to detect mental impairments in children. Subjects were children from Illinois who attended the Head Start Program. Four hypotheses were tested: (1) that there would be a significant positive correlation between the AGS:ESP Cognitive/Language Profile score and the SB:FE Test Composite score; (2) that there would be a significant positive correlation between the AGS:ESP Cognitive/Language Profile score and the SB:FE Standard Area scores; (3) that there would be a significant positive correlation between the AGS:ESP Cognitive and Language subscale scores and the SB:FE Test Composite score; and (4) that there would be a significant positive correlation between the AGS:ESP Cognitive and Language subscale scores and the SB:FE Standard Area scores. All of these hypotheses were supported, and results also support the use of the AGS:ESP as a screening instrument for use with preschool children from low income families. (Contains 4 tables and 34 references.) (SLD)

ED 427 048 TM 029 429

Abell, Lydia
The Assessment Clearinghouse.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Models; *Performance Based Assessment; *Test Construction; Test Use
IDENTIFIERS- *Memphis City Schools TN

The Assessment Clearinghouse of the Memphis (Tennessee) City Public Schools is a collection of performance-based instructional tasks that have been designed to address specific content standards at specific grade levels. The tasks consist of a complete set of instructional and assessment activities for immediate classroom use. They also provide a model that may be replicated by teachers who wish to develop their own ideas. All of the Clearinghouse tasks contain an introductory activity, a series of hands-on group activities, and an individual application that gives the student the opportunity through journal-style writing. An appendix contains the Web page for the research course. (Author/SLD)

ED 427 068 TM 029 449

Yarbrough, Sondra J.; Daane, C. J.; Vessel, Amy Massey
An Investigation of Ten Elementary Teachers' Quantitative Literacy Instruction as a Result of Participation in the Alabama Quantitative Literacy Workshop.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998). Light print in middle of page appears throughout document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Mathematics Instruction; *Mathematics Teachers; Probability; Statistics; *Workshops
IDENTIFIERS- *Alabama

Two colleges of the University of Alabama have established the Alabama Quantitative Literacy (AQL) Workshop in an effort to prepare teachers to teach statistical techniques accurately and effectively and to enhance the ability of teachers to create new activity-based lessons. The AQL Workshop aims to achieve goals of the National Council of Teachers of Mathematics and the American Statistical Association for teacher preparation. The Workshop was initially designed to provide hands-on instruction in probability and statistics for 20 elementary and 20 secondary school teachers each year through 3 one-day sessions and a 6-day session in the summer. How elementary school teachers used this instruction was studied with 10 teachers who completed surveys and interviews and were observed in the classroom. All the data indicate that the AQL Workshop had a positive impact on teachers. This representative group of teachers indicated that they used the information they received at the AQL Workshop, and that their students received increased instruction in probability and statistics. The teachers demonstrated that they have the ability and confidence to adapt and generate appropriate quantitative literacy lessons to engage students in probability and statistics. (SLD)

ED 427 069 TM 029 450

Norman, Antony D.; O'Phelan, Mary H.; Ecton, Gayle W.
Evaluation of the First Year Implementation of Graduation 2010.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Education; Learning; *Principals; Program Effectiveness; Tables (Data)

Graduation 2010 is a public school curriculum project based on recent neurological research, the goal of which is to increase children's capacity to learn. The program consists of eight action plans, or strands: Arts, Music, Foreign Language, Reading/Language Development, Thinking Skills, Health/Emotional

Based Assessment; Program Implementation; *Standards; *Test Use
IDENTIFIERS- Nation at Risk (A)

The various ways that standards and standards-based education are being addressed around the United States are described. The education community can trace the start of the modern standards movement to the publication of "A Nation at Risk" in 1983 (National Commission on Excellence). The first education summit in 1987 then became a catalyst for the establishment of content area standards by national subject-matter organizations. The second education summit in 1996 strengthened the movement for individual states to create their own standards. A number of ways that a school, district, or state might implement standards has been identified. These are grouped into three basic categories that may be used individually or in combination: (1) external tests; (2) performance tasks and portfolios; and (3) reporting on individual standards. Regardless of the implementation model that is used, the school district (or state or school) must consider the issue of levels at which students will be held accountable for meeting specific standards. The option of being standards-referenced, with students not held back if they do not meet standards, as opposed to standards-based, with students held back for failure to meet standards, is something a district must consider. Another issue that cuts across standards concerns is that of taking a conjunctive approach, which requires students to reach the minimum performance level on all standards, or a compensatory approach, which allows performance on one standard to influence performance on others. (Contains 22 figures and 159 references.) (SLD)

ED 427 089 TM 029 472

Ediger, Marlow
Issues in Appraising Achievement.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Constructivism (Learning); *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Multiple Intelligences; Selection; *Student Evaluation; Test Construction; *Test Use

Selected issues must be considered in choosing an effective assessment method from diverse procedures. External means of evaluation stress the use of national and state-developed tests to measure student achievement. In addition to external evaluations of students, administrators may use external tests for teachers. Internal means of evaluating student achievement include teacher-written tests and a variety of classroom-initiated projects and reports. Some considerations in choosing between these approaches, or in using elements of both, are outlined. Other issues that must be considered in selecting assessments are the appropriate use of criterion-referenced tests, the importance of acknowledging multiple intelligences in test construction and selection, and constructivism as a philosophy of education. Some project methods of evaluation are described. A single standardized test for learners would not provide an appropriate measure of student learning. Since evaluation needs to be ongoing, a variety of approaches can be used to assess each student's achievement. (SLD)

ED 427 090 TM 029 473

cover the requirements of learning, approaches to learning, and learning and research. The next three chapters deal with the pedagogy of higher education and cover what should be learned (competence and competencies), bringing learning about, and finding out what has been learned. The final four chapters focus on the inner structure of the university. These chapters address the following major topics: collective consciousness and the ethics of learning; quality and qualities; organizing learning; and the university of learning. (Contains approximately 300 references.) (DB)

ED 426 659   HE 031 815

Boxer, Marilyn Jacoby
When Women Ask the Questions: Creating Women's Studies in America.
PUB DATE- 98
NOTE- 360p.; Foreword by Catharine R. Stimpson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; *Educational History; Educational Methods; Educational Philosophy; Educational Trends; *Feminism; Higher Education; Intellectual Disciplines; Political Influences; Scholarship; Theory Practice Relationship; Trend Analysis; *Womens Studies

This book reviews the history and effects of women's studies in American higher education and concludes that the rise of women's studies has challenged the university in the same way that feminism has challenged society at large. The history of the field is narrated within the context of the philosophical and political goals of its practitioners. Also discussed are the present status of women's studies in various types of institutions; the impact of a quarter century of feminist scholarship, teaching, and academic advocacy; and the field's increasingly international presence. Chapter 1 provides an overview of the book's main themes: feminist advocacy, scholarly inquiry, and the experience of women. Chapter 2 examines the field of knowledge called women's studies; Chapter 3 examines curriculum issues; chapter 4 the classroom; chapter 5 looks at diversity issues; and chapter 6 examines the theory, practice, and relationship of women's studies to other issues affecting the university. Chapter 7 addresses the purposes of feminist education and its role within the academic establishment, and chapter 8 responds to critics inside and outside the academy. The final chapter explores the place of women's studies in the evolution of American higher education and its impact on a changing institution. (Contains approximately 600 references.) (DB)

Adams, William A.
Evaluation of a Weekend Programming Calendar for Freshmen at Clarion University of Pennsylvania.
PUB DATE- 98
NOTE- 51p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Freshmen; *Extracurricular Activities; Higher Education; Program Evaluation; Recreational Activities; School Recreational Programs; Social Integration; Student Attitudes; *Student Experience; Student Personnel Services; Student Surveys
IDENTIFIERS- *Clarion University of Pennsylvania

This practicum report describes a project which evaluated the extent to which the weekend programming calendar for first-year students at Clarion University (Pennsylvania) was meeting program goals and integrating freshmen into the social setting of the campus. A questionnaire was used to survey 200 freshmen. Survey results indicated that students favored some weekend events more than others, that most events were well attended, that most students were satisfied with many events, that students were informed of events by campus posters and friends, and that students wanted to travel from Clarion University to additional events. Specific recommendations were developed, including: (1) continuation of events that encourage interaction with faculty and peers; (2) sponsoring of events that take students to popular spots near Clarion for an entire day; (3) encouragement of students to participate in recreational sports and artistic/musical activities; and (4) delivery of low-cost events more than once a semester. Individual sections of the paper provide an introduction and review of the literature, explain methodology and procedures, report results, and discuss conclusions, implications, and recommendations. Appendices include a list of outcomes of the original programming calendar, lists of committee members, and guidelines for freshman programming assessment. (Contains 14 references.) (DB) catalogs), CD-ROMs, modems, Internet access, cooperative networks and interlibrary loan activity, periodicals, and perceptions about electronic resources in Ohio prison libraries. The data indicate that most prison librarians think the addition of electronic resources can save space, save costs, and provide better access to information. Some of the benefits of implementation are described, and suggestions are made to address the problems hindering implementation. The cover letter, questionnaire, and data tables are appended. (Author/DLS)

NOTE- 43p.; Paper prepared for the Continuing Education Division of the University of Florida, (Orlando, FL, May 21, 1976). For other "Collective Bargaining" papers, see JC 990 021 and ED 400 013.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Collective Bargaining; *Community Colleges; Contracts; Decision Making; Educational History; *Faculty College Relationship; *Grievance Procedures; Labor Demands; Problem Solving; Teacher Attitudes; Two Year Colleges; *Unions
IDENTIFIERS- City Colleges of Chicago IL

This 1976 document discusses the growth and impact of collective bargaining on higher education, based on examples from the City Colleges of Chicago (Illinois). The paper provides background information on the growth of unions in higher education, highlights the differing perceptions of unions, describes the components of a union contract, and lists specific actions for administrators to take when engaging in collective bargaining. Included are discussions on: (1) dealing with unions; (2) faculty unionism; (3) the external union; (4) perceptions; (5) union security, specifically dues checkoff, type of organization, restrictions on other organizations, protection of the integrity of the bargaining unit, released time for union chapter officers and grievance chairmen, and discipline and reprisals; (6) the grievance mechanism; (7) standardization of personnel practices; (8) de-emphasis on departmental decisions; (9) continuous negotiations; (10) status quo; (11) budget; (12) specific actions; (13) organization and preparation; (14) the first contract; (15) the sacrosanct contract; (16) defining the bargaining unit; (17) scope of agreement; (18) contract duration; (19) leverage, including appeal to authority, personal insult, threats, demeaning, stalling, fatigue, the use of experts, consultants, and witnesses, demand for written counter proposals, demand for data and other information; (20) strike; (21) court action; and (22) students. (AS)

Penn College is enrolling increasing numbers of freshmen from more stable family backgrounds; (2) the college is attracting students from an increasingly dispersed geographic area; (3) students in non-technical majors continue to have relatively greater financial problems; (4) freshmen continue to be more occupationally and financially motivated than the norm; (5) freshmen hold increasingly conservative social and political views; (6) reports indicate decreased levels of partying and drinking, but increased cigarette smoking; (7) while freshmen academic involvement remains low compared with the norm, the college's academic reputation is slowly improving, along with student self-confidence levels and degree aspirations; and (8) student goals to obtain B.S. degrees are on the rise. Appended are the CIRP student information form, supplemental questions, administration instructions on residence life and campus faculty, and a CIRP survey. (AS)

ED 426 738 JC 990 068

Chan, Chuen-Rong
California Community Colleges, Report on Enrollment, 1994-1997.
PUB DATE- 98
NOTE- 108p.; For the 1993-94 enrollment report, see ED 394 606.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Attendance; *Community Colleges; Comparative Analysis; *Enrollment Rate; *Enrollment Trends; Ethnic Groups; Full Time Equivalency; *School Demography; Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The third in a series of multiple-year reports on California community college enrollment, this report enables readers to compare enrollment at individual colleges during the 1990s. It's designed especially for persons at the state and local levels who use data on community college students for planning and analytical purposes. This document provides tables and graphs of student data from the Chancellor's Office Management Information System. The first section provides a summary of data on statewide enrollment and full-time equivalent students for 1990-1991 to 1997-1998, and trends in headcount enrollment, and credit and noncredit enrollment for 1970-1997. Section 2 includes a summary of statewide fall enrollment (1994-1997) by load (i.e. full-time, part-time, non-credit), age, gender, ethnicity, educational status, and academic level. The third section contains fall and spring enrollment (1994-1997) for each of the 114 colleges. Finally, the fourth section provides fall enrollment by college and by the student characteristics of load, ethnicity, gender, age, status, and educational level. (AS)

A First Look at State TANF Child Care Plans. CCAC Issue Brief, #7.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Day Care; Financial Support; Policy Formation; Program Descriptions; *State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- Child Care Costs; *Child Care Needs; Day Care Quality; Illinois; Temporary Assistance for Needy Families; *Welfare Reform

The recent overhaul of the federal welfare system gives states new flexibility to set child care policies, develop child care programs, and fund new initiatives. The Child Care Action Campaign (CCAC) conducted an audioconference on July 31, 1997, to examine key elements of new state plans and to take a close look at how one state, Illinois, made decisions on interrelated issues such as eligibility, parent co-payments, and state reimbursement rates for child care. Featured presenters were Joan Lombardi, Associate Commissioner of the U.S. Child Care Bureau, and Michele Piel, manager of the Office of Child Care and Development, Illinois Department of Human Services. This issue brief summarizes information from the audioconference. The brief covers the following topics: (1) how states will administer the new programs; (2) determining eligibility and prioritizing service; (3) income-based eligibility and Illinois; (4) parent co-payments and state rates; (5) quality; and (6) increasing funding. (EV)

Research Notes, 1998.
PUB DATE- 98
NOTE- 5p.; Published twice a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Characteristics; *Administrator Qualifications; Administrator Role; *Administrators; Child Care Occupations; Child Caregivers; Day Care; *Day Care Centers; Early Childhood Education; Higher Education; Research Projects; *Supervisory Training; Training Methods; Training Objectives
IDENTIFIERS- *Day Care Quality; National Louis University IL

This document consists of the two 1998 issues of a semiannual newsletter that provides current information and research on the professional world of early childhood administration. The Summer 1998 edition provides a "Profile of Early Childhood Center Directors." This profile finds that: (1) individuals were promoted to directorships because others saw leadership ability; (2) state licensing standards do not require formal preparation for center directors; (3) few opportunities for specialized training in administration; (4) most directors are eager for support; (5) directors receive poor pay; (6) more directors are pursuing degrees in early childhood education; (7) deep commitment to early childhood education; and (8) directors are less likely to leave their positions than other child care personnel. The Fall 1998 issue presents the article "Investment in Directors' Training Yields Big Payoffs." The article examines data from two models of director training which provide evidence that well-trained directors run higher quality programs. Drawing from these studies, the article indicates that there are improvements in directors' perceptions of competence, in organizational climate, and in classroom quality. Conclusions based on these studies include that the greater the investment of training dollars, the better the outcomes for programs, and that continued effort in the director credential movement and broadened professional development opportunities for early childhood administrators is necessary. (SD)

IDENTIFIERS- High Scope Model

This guide addresses how to make small-group time with young children a meaningful, active, and engaging learning experience for both children and adults. The guide's introductory chapter outlines guiding principles for successful small groups, discusses the mechanical aspects of small-group times, explains how adults find and develop ideas for small-group experiences, and examines how adults support children's explorations during the small-group activity. The discussion in this chapter is illustrated with actual classroom examples for the small-group activities described in the rest of the guide. The next four sections of the guide presents 25 sample small-group plans for each of the following idea sources: (1) children's interests; (2) new materials; (3) the High/Scope key experiences; and (4) children's experiences with the events, places, and traditions of the community. The small-group times are child-oriented and begin with observations of children's interests and classroom behaviors and build from there, incorporating ideas that teachers gather from a wide range of sources. Each small group time plan is organized as follows: (1) originating ideas; (2) possible key experiences; (3) materials; (4) beginning, middle and ending sequences; and (5) follow-up ideas. The guide concludes with a materials index. (Author/SD)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; *Classroom Environment; *Day Care; Day Care Effects; *Experiential Learning; *Infant Care; Infants; Preschool Education
IDENTIFIERS- *Authentic Learning; Developmentally Appropriate Programs

Children today are entering day care at younger ages than earlier generations, prompting concern at the differences between day care and home environments. This paper considers the infant classroom in a day care setting, discussing methods of teaching and learning designed to promote authentic learning in a natural educational environment. Following a brief discussion of the statistics of out-of-home care for infants, the paper discusses strong interpersonal attachments between an infant and caregiver as the basis for authentic learning. Recent brain research is cited to support the proposal that authentic infant classrooms could enhance cognitive growth during infancy. The paper next discusses the quality of day care in the United States, and describes authentic learning and how classrooms can be modified and designed to incorporate it. A discussion of appropriate behavior for infant teachers, asserting that the teacher is the facilitator, playmate, support, friend, and partner of the infant, concludes the paper. The paper advises teachers to resist specific classroom schedules, allowing children to play and sleep when they want to and allowing the classroom to shift with the development of the children. (Contains 23 references.) (EV)

Parental Involvement in Education: What Works in the Pacific? Promising Practices in the Pacific Region.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Influences; Cultural Relevance; *Educational Attitudes; Educational Practices; Elementary Secondary Education; Family Involvement; *Family School Relationship; *Indigenous Populations; *Pacific Islanders; Parent Attitudes; *Parent Participation; School Community Relationship
IDENTIFIERS- Federated States of Micronesia (Chuuk); Hawaii; Palau

Increasing parent involvement in the Pacific region requires an understanding of the traditional system of Pacific education. While historically Pacific education involved parents and community members as children's first teachers, the American model of education virtually ignores this tradition. The school assumes the entire responsibility for education, leading to the belief that school and home are separate domains. Interviews and discussions with Pacific residents focused on involving the traditional extended family in education, and identified barriers to and successful Pacific practices in family and parent involvement. Most barriers to family involvement are social and cultural, including lack of cultural awareness among teachers, importance of community and church events over school activities, low priority given to family involvement by some principals, and parental feelings of being unwelcome or uncomfortable in school surroundings. Three successful family involvement programs are: (1) the Hawaii Parent-Community Networking Center, which provides school-based community gathering places to develop a sense of community encompassing home, school, and neighborhood; (2) the Belau Family School Community Association, an advocacy group that helps to improve communication among family, school, and community and clarify the educational roles of each; and (3) the Chuuk Teacher, Child, Parent, and Community Project, which involves traditional community leaders and parents in helping schools teach health and nutrition education. (SV)

demonstrations. Through explorations of color, paint, clay, jewelry, photography, art forgery, chemical hazards, and other media, students learn the fundamental principles of chemistry and art. Reproducible worksheets and lists of references are listed in each chapter. Alternative directions for some activities are provided for use with multiple learning levels. This book can constitute a complete course in chemistry or a complete course in art. (WRM)

ED 426 857 SE 061 946

Science for All Children: A Guide to Improving Elementary Science Education in Your School District.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Demonstration Programs; Discovery Learning; *Educational Change; Elementary Education; *Elementary School Science; Evaluation; *Inquiry; Professional Development; Program Implementation; *Science Education
IDENTIFIERS- National Science Education Standards

This book presents the National Science Resources Center's (NSRC's) strategic planning model for bringing about district-wide elementary science reform in accordance with the National Science Education Standards. The NSRC model views the elementary science program as a cohesive system that includes: a research-based, inquiry-centered science curriculum; professional development; materials support; appropriate assessment strategies; and community and administrative support. The system can be modified to meet the needs of large, small, urban, or rural school districts. Part One of this book, "Building a Foundation for Change," explains the rationale for inquiry-centered science and provides some basic tools for planning such a program. Part Two, "The Nuts and Bolts of Change," explains how to implement an inquiry-centered science program by focusing on the five elements of the NSRC model for science education reform. Part Three, "Inquiry-Centered Science in Practice," is a collection of eight case studies of efforts to implement the NSRC model. Appendices contain a list of professional associations and government agencies involved in science education reform and exemplary elementary science curriculum materials. (WRM) the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Florida on the NAEP mathematics scale was 212 compared to 217 nationwide; for Florida eighth-grade students the average proficiency was 259 compared to 266 nationwide. (ASK)

(NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics (NCES) to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Minnesota, 2,669 fourth-grade students in 107 public schools and 2,471 eighth-grade students in 93 public schools were assessed. This report describes the mathematics performance of Minnesota fourth- and eighth-grade students in public schools and compares their overall performance to students in the Central region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Minnesota on the NAEP mathematics scale was 227 compared to 217 nationwide; for Minnesota eighth-grade students the average proficiency was 282 compared to 266 nationwide.

(ASK)

Standards; Statistics; *Student Evaluation; Tables (Data); Test
Results
IDENTIFIERS- National Assessment of Educational Progress;
*Pennsylvania; State Mathematics Assessments; Trial State
Assessment (NAEP)

In 1990, the National Assessment of Educational Progress (NAEP) included a Trial State Assessment which, for the first time in the NAEP's history, made voluntary state-by-state assessments. This 1992 mathematics report marks the first attempt of the National Center for Education Statistics to shift to standards-based reporting of National Assessment statistics. NAEP results are reported by achievement levels which are descriptions of how students should perform relative to a body of content reflected in the NAEP frameworks; in other words, how much students should know. The 1992 assessment covered six mathematics content areas: (1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis, statistics, and probability; (5) algebra and functions; and (6) estimation. In Pennsylvania, 2,740 fourth-grade students in 111 public schools and 2,640 eighth-grade students in 99 public schools were assessed. This report describes the mathematics performance of Pennsylvania fourth- and eighth-grade students in public schools and compares their overall performance to students in the Northeast region of the United States and the nation. The distribution of the results are provided for subpopulations of students including race/ethnicity; type of community--advantaged/disadvantaged urban, extreme rural, and other; parents' education level; gender; and content area performance. To provide a context for understanding students' mathematics proficiency, students, their mathematics teachers, and principals completed questionnaires which focused on: what are students taught? (curriculum coverage, homework, and instructional emphasis); how is mathematics instruction delivered? (resources, collaborating in small groups, using mathematical objects, and materials); how are calculators and computers used? (access and use of calculators, availability of computers, and when to use a calculator); who is teaching mathematics? (educational background); and conditions beyond school that facilitate mathematics learning and teaching (amount of reading materials in the home, hours of television watched per day, student absenteeism, and students' perceptions of mathematics). The average proficiency of fourth-grade students in Pennsylvania on the NAEP mathematics scale was 223 compared to 217 nationwide; for Pennsylvania eighth-grade students the average proficiency was 271 compared to 266 nationwide. (ASK)

Haiku Poetry"; (2) "Poems to Accompany Slides"; and (3) "Haiku Reading List." (EH)

ED 426 909 SO 028 529

McGlen, Nancy E.; Sarkees, Meredith Reid
The Status of Women in Foreign Policy. Headline Series No. 307.
PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Equal Opportunities (Jobs); *Females; *International Relations; Secondary Education; Sex; *Sex Bias; *Sex Discrimination; *Sex Stereotypes; Social Studies; Socialization; *Womens Studies

This booklet explores several aspects of the situation of women in the U.S. foreign policy establishment, focusing especially on the general exclusion of women from institutions that make and implement foreign policy and conduct war. Current research studies are examined, as well as reports on interviews conducted with women and men in positions of influence in the U.S. State and Defense departments. The booklet questions the gender stereotypes around which U.S. society has been organized and raises challenging questions for the future. Chapter titles include: (1) "Women and Foreign Policy"; (2) "Gender and the Foreign Policy Institutions"; (3) "Contemporary Women in Foreign Policy"; (4) "Characteristics of Women in Foreign Policy"; and (5) "Conclusions and Prospects." The booklet includes a set of discussion questions for student, classroom, and community discussion group use and an 11-item annotated reading list. (EH) history syllabi and the struggle to organize teachers to participate in curriculum issues at the national level and in KwaZulu-Natal. A list of acronyms and a glossary of terms are provided. Appendixes contain materials about the National Curriculum Development Committee (NCDC) program of action, an Local Area Committee for Human and Social Services (LAC:HSS) members list, a list of essential outcomes, learning area outcomes, and specific outcomes. (BT)

ED 426 929 SO 029 847

Steele, Karen E.
The Positive and Negative Effects of the Use of Humor in the Classroom Setting.
PUB DATE- 98
NOTE- 49p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; High School Students; High Schools; *Humor; Instructional Effectiveness; Stress Management; *Student Reaction; Student Surveys; Teacher Student Relationship
IDENTIFIERS- High School Sophomores; Learning Environment

A study examined the effectiveness of humor on reducing students' stress and tensions as well as the fostering of a positive environment, thus enhancing learning. A survey assessing classroom teachers' use of humor consisting of 10 items was administered to a sample population of 65 high school sophomores. Results were analyzed in terms of number of students who selected each response and the percentage each response was chosen. Results indicated that over 55% of the students reported that the use of humor in the classroom was effective in reducing stress and tension and creating a more positive classroom environment. The use of humor also contributed to a positive rapport between the teacher and the students. Findings suggest that students perceived humor as an effective tool in the classroom environment. A sample survey is attached. Contains 2 tables of data and 81 references. (Author/BT)

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Childhood Needs; *Compulsory Education; Educational Research; Foreign Countries; Parent Attitudes; *Parent Participation; *Parent Role; Parent Student Relationship; Social Science Research
IDENTIFIERS- *European Union; Social Participation

To reflect on factors influencing the quality of schooling, this study examined parents' social participation in education in various countries of the European Union. The premise was that, in practice, parent participation in education systems makes possible both consistency of education and the cultural enrichment that children need. The study first provides a comparative overview that contributes to understanding of both the diversity of the national situations and the convergences that are found in Europe on this subject. It also provides extensive details on the initiatives and measures taken to involve parents in compulsory education matters both at the national level and at the level of the individual school; the patterns of representation and the powers that are given to parents in the various participatory bodies are presented country by country, encompassing 18 countries in all. (Contains extensive tables, maps, and charts.) (BT)

Scribner, Jay Paredes
Teacher Efficacy and Teacher Professional Learning: What School Leaders Should Know.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Convention of the University Council for Educational Administration (St. Louis, MO, October 30-November 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; High Schools; Secondary School Teachers; *Self Efficacy; Teacher Attitudes; *Teacher Improvement; *Teacher Motivation

This study examined teachers' professional development experiences through the lenses of personal teaching efficacy and professional learning. Initially, 45 academic teachers from three public urban high schools were selected to participate based on their reputations as excellent teachers and their core academic content areas. These teachers were then asked to identify five peers believed to be excellent teachers. They completed the personal teaching efficacy (PTE) scales, and 10 teachers with the highest PTE and 10 teachers with the lowest PTE were selected for analysis. Teachers completed in-depth, semi-structured, and open-ended interviews to offer perspective on their professional development experiences. Observations of professional development activities also occurred. Data analysis indicated that level of personal teaching efficacy influenced how and in what ways individual teachers experienced professional development. Teachers were eager to engage or not engage in professional development for different reasons. Teachers with high and low PTE described the relationship between their work contexts and their professional development experiences very differently. The two groups described uses of knowledge in different ways. The types of knowledge teachers acquired and used contributed to the manner in which they approached their work. (Contains 43 references.) (SM)

available and is much easier to navigate than in past years. Educational benefits for students using the Internet include learning materials posted on Internet pages, learning to work cooperatively, and learning to write correctly when creating web pages. Videoconferencing is another new technology. Within the last year, new technologies have made it possible videoconference over the Internet for a reasonable price. Until recently, only those in professional laboratories could turn photographs, sounds, and video images into digital files that could be manipulated by computer. Digital cameras that once cost thousands of dollars now cost hundreds. They are as easy to use as standard cameras. Many schools use digital cameras to create web pages. Digital images can be created by scanners at reasonable costs. As prices drop, schools must consider whether it is worth the expense to use technology, determining how and why the technology is important to them and whether the time it takes to integrate it into the curriculum is justified by the educational benefits. Use of the new technologies can naturally foster the kind of collaborative learning that is harder to achieve in other settings. (SM)

Lewis, Laurie; Parsad, Basmat; Carey, Nancy; Bartfai, Nicole;
Farris, Elizabeth; Smerdon, Becky
Teacher Quality: A Report on the Preparation and Qualifications
of Public School Teachers. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED),
Washington, DC.
PUB DATE- 99
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive
(Program/Project Descriptions) (141),Test, Questionnaires,
Evaluation Instruments (160)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers;
Educational Quality; Elementary Secondary Education; Faculty
Development; Higher Education; Inservice Teacher Education;
Preservice Teacher Education; *Public Schools; Questionnaires;
Tables (Data); Teacher Certification; Teacher Collaboration;
*Teacher Competencies; Teacher Improvement; *Teacher
Qualifications; Teachers; Teaching Conditions

This report is based on efforts by the National Center for Education Statistics to collect data on teacher preparation and qualifications using a nationally representative survey of full-time public school teachers whose main teaching assignment is in English/language arts, social studies/social sciences, foreign language, mathematics, or science (or who teach a self-contained classroom). The report includes indicators of preservice and continued learning and examines work environments in which educators teach. Section 1 discusses how teacher quality has been defined and studied and explains the organization of the report. Section 2 discusses preservice learning and teaching assignment (teacher education, teacher certification, and teaching assignment). Section 3 examines continued learning (formal professional development and collaboration with other teachers). Section 4 focuses on supportive work environments. Section 5 discusses teachers' feelings of preparedness. Section 6 presents conclusions. The six appendixes offer survey methodology and data reliability; detailed tables of estimates and tables of standard errors for the 1998 Fast Response Survey System survey; detailed tables of estimates and tables of standard errors for the 1993-94 Schools and Staffing Survey (SASS) study; standard error tables for text tables and figures; 1998 teacher survey on professional development and training fast response survey system Questionnaire; and selected questionnaire items form the 1993-94 SASS teacher questionnaire. (Contains 59 references.) (SM)

*Student Characteristics; *Undergraduate Students
IDENTIFIERS- *Authentic Learning; Functional Properties

How dispositional modes of functioning relate to students' domain-comprehensive perspectives on authentic learning in an undergraduate educational psychology course was studied with 40 students. Course instructors rated students with regard to their dispositional modes of functioning as creative or habitual, dynamic or active, and constructive or unconstructive. Also rated was students' written work for the course using whole theme standards of authentic learning. Results provide initial support for the hypothesis that students with creative, dynamic, and constructive modes of functioning may indeed be better prepared for future learning. These students appeared to benefit most where the production, reorganization, advancement, and utilization of knowledge is concerned. Recommendations for future study are suggested. Appendixes contain a list of criteria of authentic learning and a phi coefficient 2 x 2 contingency table. (Contains 17 references.) (SLD)

ED 427 029 TM 029 406

Crowson, H. Michael
The Relationship between Dispositional Modes of Self-Regulation and Experienced Affect.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Educational Psychology; Higher Education; *Personality Traits; Student Attitudes; *Student Characteristics; *Undergraduate Students
IDENTIFIERS- Affective Domain; Beck Anxiety Inventory; *Self Regulation

Undergraduate educational psychology students were assessed in terms of their active and dynamic dispositions to self-regulate in class participation or coursework. Their levels of self-reported affect related to the course were also assessed. Subjects were 110 students who completed the Beck Anxiety Inventory (A. Beck, 1990) as a measure of course-related affect and the Dynamic and Active Learning Inventory (A. Iran-Nejad and B. Chisson, 1992), a measure of the degree to which students thought they were actively or dynamically self-regulated in their approach to the course. Hypotheses predicted at the beginning of the study are not supported. Both active and dynamic forms of self-regulation were not found to be correlated to students' scores on the Beck Anxiety Inventory. Limitations of the study are suggested as possible reasons for this lack of correlation, either because the instrument was not an appropriate choice for measuring anxiety or because of within-subject factors. An appendix contains information about correlation and seven tables of descriptive statistics. (Contains 7 tables and 12 references.) (SLD) to demonstrate what has been learned. Most of the individual applications require integration of one or more subject areas beyond the primary focus. The "Catalog of Performance-Based Instructional Tasks" contains descriptions of 174 tasks in the areas of English/language arts, mathematics, science, social studies, arts, foreign language, and health. An example of an individual application for grades 6 through 8 is given, with the scoring rubric for the task. (SLD)

ED 427 049 TM 029 430

Strauss, J. P.; van der Linde, H. J.; Plekker, S. J.; Strauss, J. W. W.
Education and Manpower Development, 1997. No. 18.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *Educational Attainment; Educational Trends; *Elementary Secondary Education; *Enrollment; *Ethnic Groups; Foreign Countries; Minority Groups; Racial Differences; Sex Differences; Trend Analysis; White Students
IDENTIFIERS- *South Africa; South Africans

This eighteenth publication in the series provides a visual overview of various facts on education in South Africa. Up to 1995, educational data were presented by racially segregated education departments; now data are presented by the newly structured nonracial departments. The unavailability of data on a racial basis means that educational progress made by different population groups could not be measured. Information is also lacking on teacher education and teacher supply and development in various provinces. In 1997, 12,001,813 students were enrolled in South Africa's schools, with nearly 25% in the Kwaulu-Natal Education Department. About one-third of these students were in grades 1 to 3, the "Foundation Phase." Other phases are "Intermediate" (grades 4 to 6), "Senior" (grades 7 to 9), and "Further Education and Training" (grades 10 to 12). Learner enrollment is given according to gender and grade and enrollment projections are given for each of the provinces. Information is also supplied for university enrollment and faculty by racial population, and data are presented on aspects of educational finance, including expenditures per student for each province. (Contains 17 graphs.) (SLD)

Health, Family Involvement, and Community Involvement. This is a report of the implementation of program goals during the first year of the project. Surveys were distributed to principals in the 12 elementary schools at midyear, and again at the end of the first year of implementation. Midyear surveys were open ended, and the end of the year surveys asked principals to rate the degree to which the steps of the plan had been implemented in their schools. Ratings were from 0 (no implementation) to 5 (fully implemented). After comparing principals' ratings with the list of 1997-98 goals for implementation, implementation was classified as low, medium, or high for each strand. At midyear, principals reported full implementation on two strands, and some implementation on all strands. Only a few schools reported no implementation at midyear. Strands for Art, Music, and Reading/Language Development had high implementation ratings at the end of the year, and the other strands had medium ratings. There was a clear shift from low and medium ratings at midyear to medium and high ratings at the end of the year. (Contains 10 tables and 56 references.) (Author/SLD)

ED 427 070 TM 029 451

Roberson, Thelma J.
Classroom Observation: Issues Regarding Validity and Reliability.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; *Data Collection; *Educational Research; Evaluation Methods; *Reliability; Scores; *Teacher Evaluation; *Validity

Classroom observation is one of the premiere data collection methods available to those interested in teaching behavior. Observational techniques can be classified on a continuum ranging from low inference to high inference depending on the level of judgment required by the observer making the observation. Central to the issue of any form of measurement are score reliability and validity. This paper explores various observational methods and discusses related reliability and validity issues. These include observer biases, intrusiveness of the observer, observer training, and contextual issues. Validity concerns explored include those of face, content, construct, predictive, and observer validity. Some of the key studies that use classroom observation instruments are described. Further research is suggested based on the "training" factor relevant to the classroom observation. (Contains 31 references.) (Author/SLD)

Hetrick, Sam
A Primer on Effect Sizes: What They Are and How To Compute Them.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computation; *Effect Size; Meta Analysis; *Research Methodology; Statistical Significance

Magnitude of effect (ME) statistics are an important alternative to statistical significance. Why methodologists encourage the use of ME indices as interpretation aids is explained, and different types of ME statistics are discussed. The basic concepts underlying effect size measures are reviewed, and how to compute them from published reports even when results are incompletely reported is explained. Effect size measures are increasingly important, especially since the American Psychological Association publication manual explicitly suggests that they be reported. (Contains 25 references.) (SLD)

DOCUMENT RESUME

ED 427 091 TM 029 474

Roberts, J. Kyle
Basic Concepts of Confirmatory Factor Analysis.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Construct Validity; *Factor Structure; *Goodness of Fit; *Matrices
IDENTIFIERS- *Confirmatory Factor Analysis

Many researchers acknowledge the prominent role that factor analysis can play in efforts to establish construct validity. Data can be analyzed with no preconceived ideas about the underlying constructs of structure of the data. This approach is exploratory factor analysis, Another approach is used when the researcher has an understanding of the constructs underlying the data. This approach, confirmatory factor analysis, is a theory-testing procedure. A primer on confirmatory factor analysis is presented. Elements discussed include matrices that can be analyzed correctly and various statistics for evaluating the quality of fit of models. The use of the AMOS software package to perform confirmatory factor analysis is illustrated. The use of confirmatory factor analysis is supported because it is a way to test the a priori expectations of the researcher, encouraging more meaningful and empirically based research. Appendixes contain the command syntax for the AMOS software package and the AMOS results printout. (Contains 3 tables, 1 figure, and 15 references.) (SLD)

ED 427 092 TM 029 475

Evans, Victoria P.
Higher-Order Factor Analysis: An Introductory Primer.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Factor Analysis; Factor Structure; *Social Science Research; Tables (Data)
IDENTIFIERS- *Second Order Effects

The central objective of factor analysis is to explain the greatest amount of variance in a data set with the smallest number of factors. Higher-order analysis is an invaluable tool that offers the benefit of parsimony provided by first-order analysis with the opportunity to make data-based generalizations beyond the first-order. Higher-order analysis provides a hierarchical framework that better honors the reality with which many phenomena in the social sciences are perceived. Interpretation of higher-order factors requires careful understanding and consideration on the part of the individual researcher. A step-by-step discussion of a real

ED 427 111 UD 032 754

A Directory of Nonprofit Organizations of Color in Minnesota. Third Edition.
PUB DATE- 97
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Cultural Awareness; Directories; Ethnic Groups; Hispanic Americans; *Minority Groups; *Nonprofit Organizations
IDENTIFIERS- Chicanos; Latinos; *Minnesota

This directory lists more than 700 not-for-profit associations, organizations, and mutual assistance and fraternal groups of color in the state of Minnesota. Organizations listed are controlled by people of color or serve one or more communities of color. The directory includes religious organizations and tribal governments, but not for-profit organizations or state offices. Each listing is placed within one of five categories: African American, American Indian (Native American), Asian American, Chicano/Latino, and Multicultural. For each organization, the directory lists name and address, other contact information, and a brief description of what the organization does. An index by main activity is also provided. (SLD)

ED 427 112 UD 032 755

Sherman, Arloc; Amey, Cheryl; Duffield, Barbara; Ebb, Nancy; Weinstein, Deborah
Welfare to What: Early Findings on Family Hardship and Well-Being.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Ford Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.
PUB DATE- 98
NOTE- 83p.; Funding also provided by Philosophy, Inc.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; Disadvantaged Youth; *Employment Patterns; Federal Legislation; Low Income Groups; *Poverty; Program Effectiveness; *State Programs; Urban Problems; Welfare Recipients; *Welfare Services
IDENTIFIERS- *Reform Efforts; Welfare Reform

This report takes an in-depth look at the evidence of family well-being since the 1996 federal welfare legislation drawing on new national survey data, a review of studies by states and research institutions, and a compilation of findings from informal community-based monitoring projects. Disturbing findings include: Only a small fraction of welfare recipients' new jobs pay above-poverty wages; most of the new jobs pay far below the poverty line. Many families who leave welfare are losing income or not finding steady jobs at all. Many families are not getting basic help (such as child care, medical coverage, food, or transportation) that might enable them to sustain work and care for their children on very low wages. Many families are denied cash assistance through little or no fault of their own; states often penalize families without assessing their ability to complete required activities. Extreme poverty is growing more common for children, especially those in female-headed and working families. Many families leaving welfare report struggling to get food, shelter, or

programs. Fourteen school districts and 9 businesses responded. Their responses showed the importance of staff development and the frequency with which it was used. Four business and five school districts having the most ambitious programs were selected for the second phase of the study, in which in-depth interviews were conducted to examine staff development in more detail. Interview findings suggest that school districts need well-developed staff development tied to their visions, missions, and goals. The effectiveness of staff development and support for the sessions can be improved by relating them to one another. Incorporating staff development into the school day may be advantageous, and evaluating the effectiveness of these programs is essential. (SLD)

ED 427 132 UD 032 779

Reed, Daisy
Impact of Overage Middle School Students. Research Brief #37.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Age Differences; Classroom Techniques; *Educational Environment; Elementary School TEachers; Intermediate Grades; Junior High Schools; Middle Schools; *Peer Relationship; Questionnaires; Secondary School Teachers; *Student Attitudes; Summer Programs
IDENTIFIERS- *Middle School Students; *Overage Students

A study was conducted to determine the impact of overage middle school students on middle schools. Four groups of educators were surveyed to determine their perceptions of the impact of overage middle school students. Questionnaires were returned by 183 teachers, 44 counselors, 24 principals, and 7 central office staff members, all of whom had substantial experience in middle schools. Teachers reported that overage students have a negative impact on social interactions, classroom management, instruction, and other students. Teachers also perceived that they needed assistance to provide effective instruction for these students. Counselors reported negative impacts on social interactions and on younger students. Principals noted impacts on discipline, test scores, student attitudes, and summer school programs. Central office administrators reported negative effects on budgeting, instruction, test scores, student attitudes, peer relations, school climate, discipline, programs, staffing, and summer school. (Contains two tables and three bar charts.) (SLD)

ED 427 133 UD 032 780

St. Clair, Sibyl Y.
Evaluation of the ACHIP Pilot Project, Detroit Public Schools, 1997-1998.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Tests; *Computer Assisted Instruction; Elementary Education; *Elementary School Students; Elementary School Teachers; Formative Evaluation; Pilot Projects; Program

factor analysis is provided to make computer-based results more clear. (Contains 1 figure, 12 tables, and 8 references.) (SLD)

ED 427 093 UD 032 086

Schwartz, Wendy
Urban School-Community Parent Programs To Prevent Drug Abuse. ERIC/CUE Digest, Number 130.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; After School Programs; *Children; *Community Involvement; Drug Education; *Drug Use; Parent Child Relationship; *Parent Education; Parent Participation; Parents; Urban Schools; Urban Youth; *Youth Programs
IDENTIFIERS- ERIC Digests

This digest briefly discusses some ways to involve families in their children's drug prevention education. Helping children and teenagers stay away from drugs and those who use and sell drugs is an important job in which parents and other close relatives play the most important role. Because youth experiment with drugs for the same reasons they engage in other negative behaviors, the most effective prevention programs concentrate on helping them develop effective ways to manage stress in their lives. Drug prevention education is a natural component of family resource centers, common in urban schools. Parent and school collaboration is important in preventing drug use. Many parents are reluctant to work with schools, because of their own past negative experiences or feelings that separate them from school personnel, but efforts can be made to recruit parents and then to education them about drugs and prevention efforts. To encourage parent participation in school drug prevention programs, schools should work to create an atmosphere of trust. Outreach efforts should be respectful of parents' innate abilities and their linguistic and cultural backgrounds. Parents can also engage in activities independently to share information and thoughts in their families. Effective school and family collaborations to prevent youth drug use require mutual respect, an accurate understanding of the concerns of community members, and an ongoing commitment of time and energy by all concerned. (SLD)

ED 427 094 UD 032 614

Gandara, Patricia, Ed.; Larson, Katherine; Mehan, Hugh; Rumberger, Russell
Capturing Latino Students in the Academic Pipeline.
PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Bound Students; *Dropout Prevention; *Educational Attainment; Family Programs; *High School Students; *Hispanic Americans; Middle Schools; Secondary Education; Tables (Data); Urban Schools; Urban Youth

needed medical care; many are suffering even more hardships than before. Some states and communities have created innovative and supportive programs for helping families find stable above-poverty employment. An agenda is presented for committing resources to help these families and providing necessary work and work supports. Of particular interest to education are the sections on "Providing on the Job Training" and "Using State Dollars for Creative Education Programming" (p. 33-34). (Contains 6 tables, 3 graphs, and 128 endnotes.) (SLD)

ED 427 113   UD 032 756

Duffield, Barbara; Gleason, Mary Ann
Homelessness in America: Unabated and Increasing. A 10-Year Perspective.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Welfare; Children; Federal Legislation; *Homeless People; Housing Needs; Low Income Groups; *Poverty; Profiles; Trend Analysis; *Urban Problems
IDENTIFIERS- Shelters; *Stewart B McKinney Homeless Assistance Act 1987

Ten years after passage of the McKinney Homeless Assistance Act, homelessness was studied in 11 urban, rural, and suburban communities and 4 states. The first section of the report examines the findings of detailed research on homelessness in these locations. The second section draws conclusions and outlines future directions for efforts to eradicate homelessness. The next two sections contain profiles that examine the origin of homelessness in each of these states and summarize research from the mid-1980s to the present. Every community profile contains an interview with a person who has been working in that community on homelessness issues. The final section of the report consists of interviews with national advocates, federal government officials, and state and local providers and advocates. The causes of homelessness have not been adequately addressed, and the homeless assistance legislation in 1987 did not stem the tide of homelessness. Research also indicates that expansion of the shelter system will not end homelessness. The gap between the cost of housing and what people with low incomes can afford to pay, long recognized as the principal cause of homelessness, has not improved over the last 10 years. (Contains 47 references.) (SLD)

ED 427 114   UD 032 758

Rode, Pete
Getting It All Together: The Health and Well-Being of Minnesota's Youth.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Attitudes; Blacks; *Child Health; Focus Groups; *Health Education; Hispanic Americans; Knowledge Level; *Minority Groups; Physical Health; Sex Education; Sexuality; *Urban Youth; Violence; Young Adults
IDENTIFIERS- *Minnesota

Health concerns facing adolescents of color in Minnesota were

Evaluation; Standardized Tests; *Teacher Attitudes
IDENTIFIERS- *Detroit Public Schools MI

The Achip Pilot Project was implemented in six Detroit (Michigan) public schools during the 1997-98 school year. The Achip is a small hand-held device with a computer chip that allows students to access information about their subject matter. Teachers can develop this information by creating exercises that are in alignment with their lesson plans to reinforce concepts that have been taught. Trained students at Detroit's career and technical center school can then reprogram these exercises on the Achip computer chip. A summative evaluation of the program examined the achievement gains on the Michigan Educational Assessment Program for 655 students, and a formative evaluation explored 16 teachers' opinions of the program. For grades 4 and 7, students in the Achip program demonstrated achievement test gains comparable to the school as a whole. Still, classroom teachers evaluated the program positively. Based on findings from the summative evaluation, it is recommended that ad hoc committees evaluate any future agreements with the Achip Company (unit supplier). Issues to be considered include teacher inservice training and alignment of the pre-programmed software to the district's core curriculum objectives. Recommendations are made for program improvements. Three appendixes contain the Achip Company's list of pre-programmed modules, the company's description of Achip's features and benefits, the teacher survey, and information on survey responses. (Contains 20 tables and 15 figures.) (SLD)

ED 427 134 UD 032 781

Stinnett, Jacquelyn; Karr-Kidwell, PJ
Increasing the Pool of Minority Candidates: An Administrator's Guide on the Recruitment and Retention of Effective Minority Teachers in Inner City Schools.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Disadvantaged Youth; *Diversity (Faculty); Diversity (Student); Elementary Secondary Education; *Minority Group Teachers; Teacher Persistence; *Teacher Recruitment; Teacher Supply and Demand; *Urban Schools

This paper provides an extensive literary review and presents guidelines and strategies to help school administrators recruit and retain highly effective minority teachers for culturally diverse school districts. The literature review identifies successful teacher recruitment approaches and specific techniques that make these approaches work. Research shows that the first step educators and administrators must take is to develop an effective and aggressive recruitment campaign for each educational organization. Administrators must learn about the target group to be sure that the values of the school and applicant match. The next step is to exhibit the four "C's" of recruitment: (1) concern for the problem; (2) commitment to the recruitment program; (3) collaboration; and (4) creativity. The final step is to realize that some strategies may not work, so it may be necessary to use a combination of strategies. Specific strategies are summarized in "Administrator's Guidebook: The Recruitment and Retention of Minority Teachers,"

IDENTIFIERS- California; *Latinos; *Middle School Students;
Middle School Students

This paper reports on three projects in California that have attempted to stem the tide of Latino dropouts and increase the college-going rates of the Latino population. Each of these three programs has tested a set of strategies aimed at increasing the educational attainment of Latino students, who now make up the largest single ethnic group in California's public schools. They also have the highest dropout rate of any of the state's ethnic groups. The educational attainment of all Latinos is significantly lower than that of other ethnic groups in the United States as well as in California. The first program, Achievement for Latinos through Academic Success (ALAS), was a demonstration program that targeted the lowest achieving Latino students with the greatest risk of dropping out of high school. Because these students are considered comprehensively at risk, the program used a comprehensive approach to address the needs of families as well as students. ALAS was piloted at the middle school level. The second program, Advancement Via Individual Achievement (AVID), continues to target academically underachieving students with above-average test scores at the high school level. It attempts to move them into a college preparatory educational track. The focus is directly on students, most of whom are from lower income communities. The third program, Puente, targets students who are more generally at risk for reasons such as attending high schools where small percentages of students go on to college and where social problems commonly derail students' academic aspirations. Puente includes students along nearly the entire continuum of academic achievement with the aim of ensuring that they complete high school and go on to college. These three programs were all designed to plug leaks in the educational pipeline for Latinos. AVID and Puente continue to expand in California schools, but the funding has ended for the ALAS demonstration project. (Contains 20 figures, 14 tables, and 102 references.) (SLD)

ED 427 095   UD 032 615

Rumberger, Russell W.; Larson, Katherine A.; Palardy, Gregory J.;
Ream, Robert K.; Schleicher, Nina C.
The Hazards of Changing Schools for California Latino Adolescents.
PUB DATE- 98
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports -
Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adolescents; Dropouts;
Educational Attainment; Educational Mobility; Grade 7; Grade 8;
*Hispanic Americans; Secondary Education; Secondary School
Students; *Student Mobility; *Transfer Students; *Urban
Schools; Urban Youth
IDENTIFIERS- California; *Hispanic American Students; *Latinos;
National Education Longitudinal Study 1988

This report examines student mobility among California Latino adolescents. Latinos are now the largest ethnic group in the California schools; if student mobility is indeed a problem for both students and schools, it is important to understand the consequences of changing schools for Latino adolescents. Longitudinal data were studied for two samples. The first was a group of eighth graders from the National Education Longitudinal Study of 1988 who were surveyed from 1988 to 1994 (11,609 students, of whom 1,114 were from California in 1998).

studied through survey responses of 126,000 public schools students in grades 6, 9, and 12 who participated in the 1995 Minnesota Student Survey. These findings were supplemented by focus group discussions held with 90 young people from Minneapolis and St. Paul. Survey results are reported for the following categories: (1) family, school, and activities; (2) emotional distress, suicide attempts, and abuse; (3) smoking cigarettes; (4) alcohol and marijuana use; (5) violence; (6) sexuality and health; and (7) access to health care. Using survey findings and focus group discussions, 12 recommendations were formulated to overcome the barriers that inhibit young people from participation in activities that promote physical and emotional health. Focus group responses are reported in chapters 4 through 8. (SLD)

ED 427 115   UD 032 760

Secret Apartheid III: Follow Up to Failure.
SPONS. AGENCY- Robert Sterling Clark Foundation, Inc., New York, NY.
PUB DATE- 98
NOTE- 65p.; For related documents, see ED 418 178 and ED 418 179.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academically Gifted; Black Students; *Equal Education; Hispanic Americans; Intermediate Grades; Junior High Schools; *Middle Schools; *Minority Groups; Program Implementation; Public Schools; Student Placement; *Urban Schools; Urban Youth
IDENTIFIERS- Middle School Students; *New York City Board of Education; *Underrepresentation

The New York Association of Community Organizations for Reform Now (ACORN) studies of public schools continue with this report on course work for gifted students and public middle school students in general. Fourteen ACORN volunteers made 52 visits to 28 schools studied in 1996. Findings from these visits and the review of school system documents show that black and Latino children are underrepresented in gifted programs throughout the New York City school system. Latino students are underrepresented in more than two-thirds of the programs and they are only overrepresented in a handful of schools. White students are twice as likely to be overrepresented in a program as African American students and more than eight times more likely to be overrepresented than Latino students. Five of the 10 schools receiving federal magnet funding have at least half of their white enrollment concentrated in their magnet programs. Twenty percent of the middle schools in the school districts studied did not offer Sequential Mathematics 1 and 52% did not offer the New York Regents Earth Science class. In the schools that did offer sequential math to eighth graders, the course was only available to one class of students. In many cases study volunteers had difficulty getting information from the schools, or even gaining access to principals and teachers. There is evidence that both accountability and standards have been abandoned in the treatment of students of color in the New York City Schools. The school district's survey about programs for gifted students is attached. (SLD)

ED 427 116   UD 032 761

Crooks, Mary L.; Webb, Marcia; Forster, Jacinda included as an appendix to this report. (Contains 42 references.) (SLD)

ED 427 135 UD 032 782

Title I in Midstream: State Examples.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Compensatory Education; Disabilities; Educational Assessment; Elementary Secondary Education; *Federal Legislation; School Districts; *Standards; *State Programs; Testing Programs
IDENTIFIERS- *Improving Americas Schools Act 1994 Title I

The progress states have made toward fulfilling their requirements under Title I of the Improving America's Schools Act is reported. Some states are reporting that they have developed content standards for some subjects, but not for others. In some states, both local school district and state standards are being developed. In all, 43 states had content standards in mathematics as of January 1998, and 42 states had content standards in English language arts. By July 1998, the Department had approved the strategies and timetables for performance standards of 20 states and Puerto Rico toward implementing the kinds of assessments Title I requires, but 30 states and the District of Columbia were without an approved process for developing performance standards. By the time the law was enacted, a number of states had already made significant progress toward implementing the types of assessments Title I requires, but many states had not, and many were silent on the subject of inclusion of limited-English-proficient students in assessment. Other assessment issues considered by some states and ignored by others were including native language assessments, assessing disabled students, and the disaggregation of assessment data. The accountability of states during the transition period is also discussed. Overall, states present a very mixed picture with regard to the requirements of Title I. (SLD)

ED 427 136 UD 032 783

A Report on Improving Student Performance in High-Poverty Schools. Report No. 96-86.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrators; Disadvantaged Youth; Discipline; *Educational Improvement; Elementary Secondary Education; *Instructional Leadership; Low Income Groups; Parent Participation; Parents; *Poverty; Surveys; *Teachers; *Urban Schools
IDENTIFIERS- *Florida

To examine how high-poverty schools in Florida can work to improve student performance, a study was made of the status of high-poverty schools and strategies that appear to be working. Data were from reviews of Florida Department of Education documents; visits to 27 schools; and surveys of principals, teachers, and parents. Schools serving a large percentage of children from low-income families have significantly lower test

The second sample was 104 low-income, urban Latino seventh graders studied between 1990 and 1996. Using these data, this study examined the incidence, causes, and outcomes of student mobility, particularly during high school. Student mobility was found to be widespread in California as it is throughout the United States. In California, Latino students have mobility rates similar to those of non-Latino white students, although in the rest of the United States Latino students are more mobile than non-Latino white students. Urban Latino students are likely to transfer to other schools within the same district, and more than half of urban Latino transfers are from one comprehensive high school to another. Over half of all secondary school changes are made because of residential changes, but Latino students studied were twice as likely as white non-Latino students to change high schools for reasons other than moving. Twice as many Latino students as non-Latino white students changed schools because the students requested a change of schools. Third-generation Latino students were twice as likely to change schools as second-generation Latino students. California students who made even one nonpromotional school change between grades 8 and 12 were less likely to graduate from high school than students who remained at the same school. School dropouts were more likely to have changed schools than students who never dropped out of school. Implications for educational stakeholders are discussed, and policy recommendations are outlined. An appendix presents seven tables of study data. (Contains 17 tables, 10 figures, and 46 references.) (SLD)

ED 427 096 UD 032 619

Dickerson, Joyce Goosby Carter
Crime Rates at Selected Historically Black Colleges and Universities: A Male Incentive Curriculum Model of Non-Violence.
PUB DATE- 97
NOTE- 32p.; Paper presented at the National Conference on Family and Community Violence Prevention (3rd, New Orleans, LA, October 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; Black Students; *Crime; Higher Education; Incentives; *Interdisciplinary Approach; *Males; *Violence

An ongoing research project has been designed to collect and describe crime data reported between 1992 and 1996 by selected historically black colleges and universities (HBCU). The overall goal is to examine crime data reported by gender over 5 years with regard to four categories of violence defined by the Federal Bureau of Investigation: aggravated assault, forcible sex offenses, murder, and robbery. Useable responses were received from 40 HBCUs. Data reveal an overall increase in the percentage of HBCUs reporting violent crimes over the 5-year span. Findings are discussed in relation to specific sociological trends, and a male incentive model of nonviolence is presented as a framework for addressing male violence. The model proposes an interdisciplinary curriculum that integrates social systems theory and operant conditioning principles in the application of male bonding and interpersonal skill building. An appendix contains the model. (Contains 5 tables and 20 references.) (SLD)

ED 427 097 UD 032 676

The Price We Pay: Young People, Poverty & Long-Term Unemployment in Australia. A Report to the National Youth Affairs Research Scheme.
PUB DATE- 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Costs; Economic Factors; *Educational Attainment; Foreign Countries; Labor Market; Policy Formation; Public Policy; Social Problems; *Socioeconomic Status; Training; *Unemployment; *Young Adults
IDENTIFIERS- *Australia

A study was conducted of the social and economic costs of persistently high youth unemployment in Australia. The impact of youth unemployment and education, training, and employment policies that might help the situation were also studied. Data were obtained from 13 focus groups, involving 102 young people who were not employed or were from families that had experienced the effects of long-term unemployment. Following an introduction to the costs and consequences of youth unemployment, section 2 outlines some key socioeconomic dimensions of Australia's young population, along with labor market trends, and the incidence of long-term unemployment. Section 3 examines the issues of poverty and long-term unemployment, focusing on social aspects. Section 4 outlines the educational, training, and employment responses that have characterized Australia's response to structural change, labor adjustment, and continuing high unemployment. Section 5 considers the costs of unemployment, and section 6 summarizes the conclusions and calls for innovative thinking by policymakers to improve the unemployment situation. Appendixes contain the participant questionnaire and a list of organizations and individuals participating in key discussions. (Contains 1 figure, 13 tables, and 183 references.) (SLD)

ED 427 117 UD 032 762

Card, Josefina J., Ed.; Becker, Stephani R., Ed.; Hill, Denise M. K., Ed.
The PASHA Program Sourcebook: Promising Teen Pregnancy and STD/HIV/AIDS Prevention Programs.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Office of Public Health and Science (DHHS), Washington, DC. Office of Population Affairs.
PUB DATE- 98
NOTE- 415p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Health Education; *Pregnancy; *Prevention; Program Descriptions; Program Evaluation; Urban Youth
IDENTIFIERS- *Sexually Transmitted Diseases

By providing in-depth descriptions of the 23 promising programs available from the Program Archive on Sexuality, Health and Adolescence (PASHA), the "PASHA Program Sourcebook" offers practitioners a detailed look at "what works" to prevent pregnancy and sexually transmitted diseases/human scores than schools serving a small percentage of these families. The challenges that face high-poverty schools include high student mobility, absenteeism, and disciplinary problems. A critical step toward improving performance is implementing high expectations for all students. Because of limited time, financial resources, and educational skills, low-income parents often have difficulty becoming active partners in their children's education. Limited parental involvement is a major obstacle to improved student performance. School principals who exhibit strong leadership behaviors and consistently focus on improving student performance can make a difference in academic performance. Some Florida school districts consider student performance in their evaluation of principals, but there is no legislative requirement that boards of education do so. Four appendixes contain the minimum performance requirements for critically low-achievement schools, a discussion of the ways some schools are meeting the challenges of high poverty, an account of schools visited, and the response from the Florida Department of Education to the report. (SLD)

ED 427 137   UD 032 785

Sultana, Qaisar
The Value of Education in Pakistani Culture.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 3-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Educational Attainment; Elementary Secondary Education; Foreign Countries; *Islamic Culture; Private Schools; Public Schools; *Values
IDENTIFIERS- Pakistan; *Pakistanis

Pakistani culture is heavily influenced by the dominant Islam religion, with its emphasis on education. The public schools in Pakistan provide free education, although limited resources reduce the quality of the education available. Private schools provide a higher quality education, and parents usually try to enroll their children in private schools. For this reason, young children experience great pressure to pass a preschool admissions examination and to get into a good private school. Graduates of public schools have limited job opportunities, and social and economic pressures make education vitally important in Pakistani culture. Teachers receive a great deal of social recognition in Pakistan, and even though the financial rewards of teaching are not great, teaching is a prestigious occupation. Religious education, provided in religious schools after the academic school day, is also important to Pakistanis. (SLD)

ED 427 138   UD 032 786

Grubb, Deborah
Homeschooling: Who and Why?
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (27th, New Orleans, LA, November 3-6, 1998).
LANGUAGE- English

Walker, C.; Bandele, O.; Mellion, D.
Multicultural Education: Ways To Utilize the Historically Black Land-Grant Agricultural Programs.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Colleges; Agricultural Education; *Black Colleges; Black Education; *Cultural Awareness; Educational History; Higher Education; Information Dissemination; *Land Grant Universities; *Multicultural Education

The historically black land-grant institutions, sometimes referred to as "1890" institutions, have achieved many agricultural successes that can be used effectively in the multicultural education movement. These institutions have recently celebrated over 100 years of progress and productivity through teaching, research, and service to a culturally diverse world, and they have many lessons to offer multicultural education. After giving an historical overview, this paper offers five ways to utilize the historically Black Land-Grant Agricultural Programs: (1) black achievements in agriculture can be described and published as books and curriculum materials for children and adults; (2) a black history video series could be developed that depicts the achievements of black scholars and agricultural researchers; (3) agricultural textbooks and educational materials should include the agricultural achievements of blacks and other minorities; (4) the contributions of black agricultural scientists and educators could also be highlighted in computer-based and multimedia presentations; and (5) the successes of the Centers of Research Excellence at the various 1890 institutions could be profiled. (Contains 10 references.) (SLD)

ED 427 098 UD 032 741

Lad, Kaetlyn
On Being a Woman Urban High School Principal.
PUB DATE- 96
NOTE- 232p.; Ph.D. Dissertation, University of Wisconsin, Milwaukee.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; Educational Administration; Females; *High Schools; *Instructional Leadership; Marital Status; *Principals; Professional Development; Sex Differences; Sex Role; *Urban Schools; *Women Administrators

A qualitative study was conducted to explore how women urban high school principals experienced their entry into administration and their subsequent professional lives. Based on a review of the literature over the past three decades, this study also explored the influence, if any, gender and marital status have had on the lives of two women urban high school principals. Given the lack of representation of female high school principals, it is important that the experiences of women be investigated to portray leadership roles for women more accurately. Data were collected through interviews, observations, shadowing, journals, and informal conversations and discussions with informants. The intention is to lead to a more grounded administrative theory including the experiences immunodeficiency virus and acquired immune deficiency syndrome (STD/HIV/AIDS) among teens. The introductory chapter outlines the problem of teen pregnancy in the United States and discusses different approaches to address it. The remainder of the book describes each program in detail--presenting the program's theoretical framework, target population, the schedule and overview of activities comprising the intervention, and implementation guidelines. A description of the original program evaluation is also presented. By describing the programs in such depth, it is hoped the book will serve as a practical resources for those interested in learning about and developing promising prevention programs. (SLD)

ED 427 118 UD 032 763

Moore, Stephen; Belanger, Maurice, Ed.; Barletta, Alida, Ed.
A Fiscal Portrait of the Newest Americans.
PUB DATE- 98
NOTE- 37p.; Executive summary and graphs printed on colored paper, may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Differences; *Economic Impact; *Educational Attainment; *Immigrants; Immigration; *Income; Limited English Speaking; National Surveys; Public Agencies; *Public Policy; Taxes; Urban Areas

The fiscal impact the 25 million immigrants now living in the United States have on the country's economy were studied, focusing on the total taxes paid by immigrants each year and whether these taxes cover the costs of public services they use. Census data and other national studies were used to answer these questions. Overall, it is apparent that immigrants and their children bring long-term economic benefits to the United States. The National Research Council (NRC) of the National Academy of Sciences has found that immigrants raise the incomes of U.S.-born workers by at least $10 billion each year. The NRC also estimates that the typical immigrant and his or her children pay $80,000 more in taxes than they will receive in federal, state, or local benefits over their lifetimes. Immigrants who become citizens typically pay more in taxes than do native-born Americans. Conservative estimates suggest that immigrant families paid $133 billion in direct taxes to federal, state, and local governments in 1997. The best predictors of immigrant payment of taxes are skills, education, and ability to speak English. Immigrants with lower levels of education and limited English proficiency are more likely to use government services. The age profile of immigrants, who tend to arrive in the prime of their working years, makes them large net contributors to the Social Security and Medicare programs. The value of immigrants should not be measured simply by their fiscal impact. The enrichment of culture and overall vitality they bring to the United States are benefits to all Americans. (Contains 9 tables, 9 figures, and 107 endnotes.) (SLD)

ED 427 119 UD 032 764

Brooks-Gunn, Jeanne, Ed.; Duncan, Greg J., Ed.; Aber, J. Lawrence, Ed.
Neighborhood Poverty. Context and Consequences for Children. Volume I.
PUB DATE- 97

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Computer Uses in Education; Educational Change; Elementary Secondary Education; *Home Schooling; *Parent Attitudes; *Parents; *Religious Education; Surveys; *Values
IDENTIFIERS- *Kentucky

A survey was conducted to determine why parents in Kentucky who homeschool their children chose homeschooling and what they considered the advantages to be. Responses received from 69 homeschooling parents showed that they chose homeschooling because of religion, social factors, and a desire for high achievement. They see both advantages and disadvantages to public schooling and homeschooling. Educational reform efforts appear to have had an impact on parents' decisions, with many objecting to aspects of Kentucky's educational reforms. Although computers are being used to augment the curriculum, the participants in this study did not consider them essential. The study also sought to determine if public schools can do anything to attract families that have made the decision to homeschool. This question generated the greatest response consensus, with parents responding that to reconsider public schooling, the public schools would need to be infused with religious practices and teachings. An appendix contains the survey. (Contains 1 table and 26 references.) (SLD)

ED 427 139 UD 032 787

Latino Student Eligibility and Participation in the University of California: YA BASTA! Report Number Five of the Latino Eligibility Task Force.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Educational Attainment; *Eligibility; Enrollment; *High School Students; High Schools; *Higher Education; *Hispanic Americans; School Holding Power; Socioeconomic Status; Surveys
IDENTIFIERS- Hispanic American Students; *Latinos; *University of California

The Latino Eligibility Task Force of the University of California, Berkeley, studied the obstacles confronting Latino students with regard to participation in the University, and sought ways to increase the enrollment of Latino students. Findings were based on a survey of 1,386 California high school students, evaluation of their transcripts, a telephone recontact survey, and a survey of university climate and postgraduate plans completed by more than 300 college seniors. Information developed through these surveys shows that Latino students often come from lower socioeconomic strata, and that, despite the value Latinos place on higher education, relatively few Latino students attend the University of California. Less than 4% of Latino high school graduates in 1990 were fully eligible for admission to the university, as compared to an overall eligibility of 12.3%. Although a downward trend is developing regarding Latino participation in the University of California, Latino retention and graduation rates vary little from the university system's averages. Research findings also suggest that the eligibility of Latino students could be increased greatly by eliminating the use of Scholastic of women as well as men. Results indicate that gender and marital status are significant issues in the entrance to professional life and in the subsequent lives of women administrators. Analyses in the study indicate that substantial changes are necessary in the societal roles expected of women before women will be able to make gains in significant numbers into the high school principalship. Five appendixes contain a consent form, the interview guide, an experience matrix, and time- and case-ordered experience matrices. (Contains 3 figures and 101 references.) (SLD)

ED 427 099 UD 032 742

Rosado, Caleb
The Multiple Futures of Racism--Beyond Color and Culture, toward a New Paradigm for Resolution in the Third Millennium.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; *Culture; *Futures (of Society); Models; *Racial Attitudes; Racial Bias; Racial Differences; *Social Change; *Values
IDENTIFIERS- Graves (Clare W); *Memes

The paper asserts that racism is still one of the most pervasive social evils in the world. Part of the problem is that attempts to eliminate racism have focused on surface differences of race, color, and biological supremacy. Such attempts do not get to the root of the problem, the deep-level value and belief systems that undergird racism. This paper introduces the "Theory of Levels of Existence" of the late Clare W. Graves (1974), supplemented by the concept of "memes" from biologist Richard Dawkins. Memes are cultural units of information that self-replicate through thought contagion to attach themselves to individuals, organizations, entire cultures, and societies. Together these two perspectives comprise the bio-psycho-social-spiritual framework of Spiral Dynamics (tm) that provides the best approach for unlearning and eliminating racism. There is no single future of racism, but rather, multiple futures depending on the memetic level of expression. Thus, racism will fluctuate between worsened conditions and conditions where it will be nonexistent, depending on the level of existence at which people are operating. The paper closes with an explanation of MeshWORKS, an approach developed through Spiral Dynamics as a process for reducing racism for both individuals and institutions. (Contains 3 figures and 59 references.) (SLD)

ED 427 100 UD 032 743

Postiglione, Gerard A.
State Schooling and Ethnicity in China: The Rise or Demise of Multiculturalism?
PUB DATE- 98
NOTE- 18p.; Paper presented at the World Congress of Sociology (14th, Montreal, Quebec, Canada, July 26-August 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cultural Awareness; Cultural Differences; Cultural Pluralism; *Elementary Secondary Education; *Ethnicity; Foreign Countries; *Government Role;

NOTE- 334p.; For Volume II, "Neighborhood Poverty: Policy Implications in Studying Neighborhoods," see UD 032 765.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Health; Children; Cognitive Development; Community Influence; *Context Effect; *Disadvantaged Youth; Educational Attainment; Family Influence; *Low Income Groups; *Neighborhoods; Outcomes of Education; *Poverty; *Urban Areas; Urban Youth

Drawing from national and city-based sources, Volume 1 reports the empirical evidence concerning the relationship between children and community. The chapters are: (1) "Neighborhoods and Communities as Contexts for Development" (Martha A. Gephart); (2) "Development in Context: Implications for Studying Neighborhood Effects" (J. Lawrence Aber, Martha A. Gephart, Jeanne Brooks-Gunn, and James P. Connell); (3) "Neighborhood Models and Measures" (Greg J. Duncan and J. Lawrence Aber); (4) "Neighborhood and Family Influences on the Intellectual and Behavioral Competence of Preschool and Early School-Age Children" (P. Lindsay Chase-Lansdale, Rachel A. Gordon, Jeanne Brooks-Gunn, and Pamela K. Klebanov); (5) "Are Neighborhood Effects on Young Children Mediated by Features of the Home Environment?" (Pamela K. Klebanov, Jeanne Brooks-Gunn, P. Lindsay Chase-Lansdale, and Rachel A. Gordon); (6) "Neighborhood and Family Factors Predicting Educational Risk and Attainment in African American and White Children and Adolescents" (Bonnie L. Halpern-Felsher, James P. Connell, Margaret Beale Spencer, J. Lawrence Aber, Greg P. Duncan, Elizabeth Clifford, Warren E. Crichlow, Peter A. Usinger, Steven P. Cole, LaRue Allen, and Edward Seidman); (7) "How Neighborhoods Affect Educational Outcomes in Middle Childhood and Adolescence: Conceptual Issues and an Empirical Example" (James P. Connell and Bonnie Halpern-Felsher); (8) "Neighborhood and Family Influences on Young Urban Adolescents' Behavior Problems: A Multisample, Multisite Analysis" (Margaret Beale Spencer, Steven P. Cole, Stephanie M. Jones, and Dena Phillips Swanson); (9) "Conceptual and Methodological Issues in Estimating Causal Effects of Neighborhoods and Family Conditions on Individual Development" (Greg J. Duncan, James P. Connell, and Pamela K. Klebanov); (10) "Neighborhood Effects and Federal Policy" (Jeffrey S. Lehman and Timothy M. Smeeding); and (11) "Lessons Learned and Future Directions for Research on the Neighborhood in Which Children Live" (Jeanne Brooks-Gunn, Greg J. Duncan, Tama Leventhal, and J. Lawrence Aber). (Contains 50 tables, 17 figures, and 27 pages of references.) (SLD)

ED 427 120 UD 032 765

Brooks-Gunn, Jeanne, Ed.; Duncan, Greg J., Ed.; Aber, J. Lawrence, Ed.
Neighborhood Poverty. Policy Implications in Studying Neighborhoods. Volume II.
PUB DATE- 97
NOTE- 238p.; For Volume I, "Neighborhood Poverty: Context and Consequences for Children," see UD 032 764.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Health; Children; Cognitive Development; *Community Influence; Disadvantaged Youth; Educational Attainment; Family Influence; *Low Income Groups; *Neighborhoods; Outcomes of Education; Policy Formation;

Assessment Test scores as admission requirements. Short-term and long-term recommendations are made to increase the enrollment of Latino students in the University. These include a core of outreach and information dissemination programs. Appendixes contain enrollment figures, a list of related publications, and references. (Contains 8 figures and 12 references.) (SLD)

ED 427 140 UD 032 788

Selected Readings on School Reform. Vol. 3, No. 1.
PUB DATE- 99
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; *Charter Schools; *Curriculum; *Educational Change; Educational Testing; Elementary Secondary Education; Higher Education; *School Choice; Standards; *Teacher Qualifications
IDENTIFIERS- *Reform Efforts

This collection of essays and articles on education reform highlights many of the issues of greatest interest to educators and the public. Articles are grouped into the following categories: (1) "The Front Lines" (9 selections); (2) "Charter Schools" (4 selections); (3) "School Choice" (4 selections); (4) "Standards, Tests, and Accountability" (10 selections); (5) "Teacher Quality" (7 selections); (6) "Curriculum & Content" (4 selections); (7) "Higher Education" (4 selections); and (8) "Grab Bag" (5 selections). (SLD)

ED 427 141 UD 032 791

Lustberg, Mikey
Partnering with Parents To Foster Learning at Home.
PUB DATE- 98
NOTE- 31p.; Ideas and practices in this booklet collected from principals who received awards at the "Parents-as-Partners in Education" conference sponsored by the Geraldine R. Dodge Foundation (New Jersey, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Cooperation; Elementary Secondary Education; *Homework; Learning; Parent Education; *Parent Participation; Parent School Relationship; Parents as Teachers; *Partnerships in Education
IDENTIFIERS- New Jersey

This booklet contains suggestions about the essential roles parents play in their children's learning and ideas about learning from New Jersey educators that enhance the parental role. The connection between parent involvement and children's success in school is a resource that needs to be expanded in many, or most, New Jersey schools. After a foreword by Executive Director Scott McVay, the following chapters are included: (1) "Introduction"; (2) "Learning at Home: A Critical Key to Students' Success in School"; (3) "Parent Education Programs: 'In-Service for Parents'"; (4) "Parent Resource Centers, Booklets and Other Materials"; (5) "Helping with Homework"; (6) "Orientation for Parents"; and (7) "Collaboration." The ideas are illustrated with examples from

Language Minorities; *Minority Groups; *Multicultural Education; Religious Cultural Groups
IDENTIFIERS- *China

The education of ethnic minorities in China is explored, addressing issues that relate to state schooling, ethnicity, and development. Minority religions, which traditionally provided much of the education outside of the family, are tolerated increasingly officially, but not really recognized in state schooling. Language is another major challenge related to ethnic minority culture and schooling. There is a strong national call to use Chinese as the main medium in instruction, but in many cases efforts are being made to educate in minority languages. Although the provision of education for ethnic minorities has been increasing, most minorities are below the national average at all levels. This is especially true for women. The gap between minority achievement and that of the large Han group is also especially apparent in higher education. Since 1980, measures have been taken to increase the participation of minorities in higher education, but much remains to be done. A look at Tibet illustrates many of the problems in minority education in China. So far, the diversity that exists in China does not appear to be fully reflected in the content of schooling, and this is even more apparent in predominantly Han Chinese schools, where there seems to be little sensitivity to minority cultures. Curricula that reflect the cultural diversity of China might increase understanding among ethnic groups and help conserve minority cultures. (Contains 59 endnotes.) (SLD)

ED 427 101 UD 032 744

Bessant, Judith, Ed.; Hil, Richard, Ed.
Youth, Crime & the Media: Media Representation of and Reaction to Young People in Relation to Law and Order.
PUB DATE- 97
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Delinquency; Foreign Countries; *Juvenile Justice; Law Enforcement; *Mass Media Effects; Mass Media Role; Public Opinion; Social Problems; Victims of Crime; *Young Adults
IDENTIFIERS- *Australia

The 24 essays in this collection explore the ways in which young people are represented in the media in Australia. Australia's media are full of bad news about young people as perpetrators or victims of crime. The first six chapters explore a range of theoretical issues that connect media reports of young people with processes of governance in Australia. The next seven chapters examine media reports of particular events involving young people and consider media responses to those incidents. The eight chapters that follow identify some of the inclusionary/exclusionary strategies built into media accounts of particular groups of young people. The final three chapters deal with films about youth. The main theme that emerges from these disparate accounts is not that the media engage in selective interpretation, distortion, and exaggeration, but that particular forms of language and imagery combine to represent youth semiotically as a problem social category. Reports about problems among the young serve to reinforce preconceived ideas about this population and to add weight to increased calls for state intervention and social control.

*Poverty; *Public Policy; Tables (Data); *Urban Areas; Urban Youth

Volume 2 of the "Neighborhood Poverty" series incorporates empirical data on neighborhood poverty into discussions of policy and program development. The chapters are: (1) "Ecological Perspectives on the Neighborhood Context of Urban Poverty: Past and Present" (Robert J. Sampson and Jeffrey D. Morenoff); (2) "The Influence of Neighborhoods on Children's Development: A Theoretical Perspective and a Research Agenda" (Frank F. Furstenberg, Jr. and Mary Elizabeth Hughes); (3) "Bringing Families Back In: Neighborhood Effects on Child Development" (Robin L. Jarrett); (4) "Understanding the Neighborhood Context for Children and Families; Combining Epidemiological and Ethnographic Approaches" (Jill E. Korbin and Claudia J. Coulton); (5) "Sibling Estimates of Neighborhood Effects" (Daniel Aaronson); (6) "Capturing Social Process for Testing Mediational Models of Neighborhood Effects" (Thomas D. Cook, Shobha C. Shagle, and Serdar M. Degirmencioglu); (7) "Community Influences on Adolescent Achievement and Deviance" (Nancy Darling and Laurence Steinberg); (8) "On Ways of Thinking about Measuring Neighborhoods: Implications for Studying Context and Developmental Outcomes for Children" (Linda M. Burton, Townsand Price-Spratlen, and Margaret Beale Spencer); (9) "An Alternative Approach to Assessing Neighborhood Effects on Early Adolescent Achievement and Problem Behavior" (Margaret Beale Spencer, Paul A. McDermott, Linda M. Burton, and Tedd Jay Kochman); (10) "Neighborhood Effects and State and Local Policy" (Prudence Brown and Harold A. Richman); and (11) "Communities as Place, Face, and Space: Provision of Services to Poor, Urban Children and Their Families" (Tama Leventhal, Jeanne Brooks-Gunn, and Sheila B. Kamerman). (Contains 19 tables, 1 figure, and 22 pages of references.) (SLD)

ED 427 121 UD 032 766

Keuffel, Eric; Pemberton, Alissa
Immigration to the United States: 1996 Update. Executive Summary.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economic Impact; *Educational Attainment; *Immigrants; *Immigration; Income; *Population Trends; Trend Analysis; Urban Problems; Urban Youth

Immigration, both legal and illegal, has a profound impact on the United States. The public policy implications of immigration include the impact on population growth, employment, wages, taxes, and social spending. In 1994, a net total of between 900,000 and 1.1 million immigrants were added to the foreign-born population of the United States. Over 800,000 of these immigrants were legally admitted to the United States, and it is estimated that undocumented immigration accounted for another 200,000 to 300,000 additions. Over 40% of the legal immigrants arrived from the "Americas," and just under two-thirds of the estimated illegal immigrant population came from Central America and the Caribbean. The characteristics and experiences of immigrants vary widely across education, economic, and social spectrums, with immigrants overrepresented among the least well educated and the most well educated portions of the U.S. population. Immigrants and their offspring are expected to contribute two-thirds of the population growth in the United States between 1990 and 2040. Studies that have programs that have been in New Jersey schools. Three resources for further information are listed. (SLD)

ED 427 142 UD 032 792

Coulton, Claudia; Korbin, Jill; Su, Marilyn
Neighborhoods and Child Maltreatment: A Multi-Level Study.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, DC.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Child Abuse; Child Welfare; *Community Characteristics; Disadvantaged Youth; Low Income Groups; *Neighborhoods; *Parents; Surveys; Urban Youth; Whites
IDENTIFIERS- African Americans; Protective Services; Self Report Measures

This study explores the influence of neighborhood conditions on child maltreatment. Unlike previous studies conducted with protective services data aggregated to neighborhoods, this study uses a self-report measure of child abuse potential and controls for individual risk factors in a multilevel model. The survey was completed by an adult residing in each of 400 households in Cleveland (Ohio), with the sample almost equally divided between African American and European American respondents. Neighborhood impoverishment and child-care burden significantly affect child abuse potential after controlling for individual risk factors, but the neighborhood effects are much weaker than they appear to be in aggregate studies based on official child maltreatment reports. It is suggested that neighborhood characteristics may affect the child maltreatment reporting process as well as present a context in which child maltreatment potential manifests itself as an actionable event. (Contains 6 tables and 74 references.) (Author/SLD)

ED 427 143 UD 032 793

Public Human Services Directory, 1998/99, Volume 59.
PUB DATE- 98
NOTE- 589p.; Publications Manager, Amy J. Plotnick, with the editorial assistance of Patricia J. Cavallaro, David Elwell, Rachel Elwell, and Margaret Rittman.
LANGUAGE- English
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Federal Programs; Foreign Countries; *Human Services; *Public Agencies; Resource Materials; Social Agencies; *State Programs; Urban Problems
IDENTIFIERS- Canada

This resource lists key staff and contact information for federal, state, territorial, county, and major municipal public human service agencies in the United States and Canada. The directory is organized into five sections: (1) state agencies; (2) federal agencies; (3) Canadian agencies; (4) international social services agencies; and (5) appendixes. The majority of the directory is the state agency listings. Organized alphabetically by state, this section also contains information on personnel in U.S. territories. Information for each state includes agency names, a discussion of the administration of human services, and how to reach state officials by mail, telephone, e-mail, and the World Wide Web. Seven appendixes

(Contains 6 figures, 4 tables, and 329 references.) (SLD)

ED 427 102 UD 032 745

Potapchuk, William R.; Crocker, Jarle P.; Schechter, William H.
Systems Reform and Local Government: Improving Outcomes for Children, Families, and Neighborhoods.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Democracy; Elementary Secondary Education; *Local Government; *Organizational Development; *Policy Formation; Political Influences; Public Policy; *Systems Development; Urban Areas; *Urban Problems
IDENTIFIERS- *Reform Efforts

Local governments play a central role in improving the lives of children and families and in piecing together solutions to other major social, economic, environmental, and political challenges. Some ways to nurture and support systems reform activities in local governments, including those of educational systems, are explored. Systems reform can strengthen democracy, redefine citizenship, strengthen the role of government in community, and produce better outcomes for children and families. Seven elements have been identified as necessary to unify an array of programs into a complete transformation of local government. These elements involve the following actions: (1) seek comprehensiveness; (2) synthesize and decentralize services and supports; (3) employ results-based tools; (4) streamline institutions; (5) establish participatory and collaborative decision making; (6) build institutional forums; and (7) create structures that support civic engagement. Case studies of systems reform in Indianapolis (Indiana) and Charlotte (North Carolina) provide examples of the developmental process of transformational change in local government. Some of the critical barriers to systems reform are identified as resistant organizational cultures, polarized citizen perspectives, fractured intergovernmental relations, conflicts over scarce resources, and unstable policy environments. Overcoming these barriers can foster local government reform that leads to better futures for all citizens, and especially for children. (Contains 88 references.) (SLD)

ED 427 103 UD 032 746

Potapchuk, William R.; Crocker, Jarle P.; Boogaard, Dina; Schechter, William H.
Building Community: Exploring the Role of Social Capital and Local Government.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; Community Programs; Democracy; *Local Government; *Policy Formation; Public Policy; Social Change; Social Networks; *Urban Problems
IDENTIFIERS- *Social Capital

Social capital is the glue that holds a community together. It is measured the impact of immigration on wage levels and job availability have indicated that immigration has a negligible impact on the overall U.S. labor market. In areas where low-wage, low-skill jobs comprise a significant portion of the economy and immigration is high, immigration does contribute to reduced earnings for low-skill workers. Recent surveys have also indicated that, in terms of taxes and social spending, immigrant households are an asset to the federal government, but that social spending and tax revenue attributable to immigrants generally offset each other on the state level. (Contains five graphs.) (SLD)

ED 427 122 UD 032 767

Hernandez, Melissa
A Profile of Hispanic Americans. Executive Summary.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Economic Impact; *Educational Attainment; Elementary Secondary Education; Higher Education; *Hispanic Americans; *Immigrants; Immigration; Minority Groups; Puerto Ricans; *Spanish Speaking; Urban Problems; Urban Youth

Hispanic Americans are one of the fastest growing demographic groups of the U.S. population. The Hispanic American population increased 53% from 1980 to 1990, and 27% from 1990 to 1996. By the year 2005, Hispanic Americans will surpass Blacks as the largest "minority group," and by 2010, Hispanics will outnumber the nation's Blacks, Asian Americans, and American Indians combined. In 1997, the median age of the Hispanic population was 27 years old compared to 36 for the nonHispanic white population. Nearly 9 of 10 Hispanic Americans live in just 10 states. They have immigrated from many countries, but the largest Hispanic group in 1990 was from Mexico. Puerto Ricans were the second largest group, and people of Cuban origin ranked third. Hispanic Americans have the lowest rates of high school and college graduation of any major population group, and the continued influx of Hispanic immigrants with low education suppresses statistics of overall Hispanic educational levels. Mexicans had the lowest education attainment, with only 47% having received a high school diploma or higher. However, about 70% of Hispanics born in the United States had completed high school in 1996. U.S. born Hispanics are also more likely to have completed at least 4 years of college, at 12%, compared to the 8% of foreign-born Hispanics who completed college. The median income of Hispanic males was 78% that of non-Hispanic White males, while the median earnings of Hispanic females was 62% of the income of non-Hispanic White females. Just over one-fourth of Hispanic American families lived below the poverty level in 1996, and in 1992, 26.9% of Hispanics received some type of major means-tested assistance. Hispanic unemployment rates have also been consistently higher than non-Hispanic unemployment rates. (Contains two tables and two graphs.) (SLD)

ED 427 123 UD 032 768

Indicators of Welfare Dependence: Annual Report to Congress.
PUB DATE- 98
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

discuss specific human services programs and interstate compacts on particular issues. (SLD)

ED 427 144 UD 032 794

Peterson, Paul E.; Greene, Jay P.; Howell, William G.; McCready, William
Initial Findings from an Evaluation of School Choice Programs in Washington, D.C.
PUB DATE- 98
NOTE- 44p.; "Paper prepared under the auspices of the Program on Education Policy and Governance for presentation at the Annual Meeting of the American Political Science Association (Boston, MA, September 1998)."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disadvantaged Youth; Educational Vouchers; Elementary Secondary Education; Low Income Groups; *Parents; *Private Schools; Program Evaluation; Public Schools; Satisfaction; Scholarships; *School Choice; *Students; Urban Schools; *Urban Youth
IDENTIFIERS- *District of Columbia

The Washington Scholarship Fund Pilot Program (WSF) was established as a privately funded voucher program for low-income families in the District of Columbia. The WSF awarded its scholarships by lottery, making it possible to evaluate it as though it were a randomized experiment. The responses of qualified families with children in public schools are compared with those of families with children in private schools. Parental responses were from all applicants, and student responses were from students in grades 5 and 6. Private school samples ranged from 339 to 430 for different questions; public school samples ranged from 935 to 1,810. Students in private schools were more likely to report a positive educational climate in their schools, and parents echoed student opinions. Parental satisfaction was much higher for private schools, which demonstrated a greater capacity to stimulate parent participation and other forms of social capital among low-income, inner-city families. In applying for the program, parents were most interested in higher standards, a better curriculum, small classes, and improved safety. Although some findings could be influenced by parent self-selection through choosing to send their children to private schools, most findings held after statistical adjustments were made for demographic characteristics. An appendix describes parent characteristics. (Contains 9 tables and 25 endnotes.) (SLD)

ED 427 145 UD 032 795

Hurh, Won Moo
The Korean Americans. The New Americans Series.
PUB DATE- 98
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Cultural Awareness; *Cultural Differences; Economic Factors; Ethnicity; Foreign Countries; *Immigrants; Immigration; *Korean Americans
IDENTIFIERS- North Korea; South Korea

The history and culture of Korean immigrants to the United States the network of relationships among persons that can be used to get things done. Social capital is a necessary, but not sufficient, ingredient of community building. A community must mobilize its social capital and the mechanisms of its infrastructure to face and resolve collective challenges. The resources that can be assessed through informal neighborhood networks and more formal connections with human service providers, schools, churches, and others are critical in expanding opportunities available to children and parents. Recommendations for building social capital in neighborhoods suggest new roles and relationships for local governments. Creating sustainable policies will require connecting the three types of democracy found in communities: participatory, institutional, and representative. Social capital offers a way to look at the needs and potential of communities and the local governments that serve them while building a community that supports better outcomes for children and families. (Contains 40 endnotes.) (SLD)

ED 427 104 UD 032 747

Webster, William J.; Dryden, Michael; Leddick, Linda; Green, Charles A.
Evaluation of Project SEED: Detroit Public Schools, 1997-98.
PUB DATE- 99
NOTE- 39p.; Prepared as a component of the National Evaluation of Project SEED.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; Elementary Education; *Elementary School Students; Elementary School Teachers; *Mathematicians; Mathematics Achievement; *Mathematics Instruction; Parent Attitudes; Program Evaluation; *Student Attitudes; Teacher Attitudes; Urban Schools
IDENTIFIERS- *Detroit Public Schools MI; *Project SEED

Project SEED is a U.S. nationwide program in which professional mathematicians and scientists from major universities, research corporations, and the community teach abstract, conceptually oriented mathematics to full-sized classes of elementary school children on a daily basis as an extra-period supplement to their mathematics program. The mathematicians and scientists teach the children through a Socratic group discovery format. Initial topics are chosen from high school and college algebra to reinforce and improve the students' critical thinking and computational skills. The impact of Project SEED instruction at the third-grade level in the Detroit (Michigan) Public Schools was studied. When 523 students who had received Project SEED instruction were given an evaluator-developed test of abstract algebra they achieved a mean of 9.10. This compares with a mean of 3.94 achieved by 133 comparable students who did not receive Project SEED instruction. When 302 Project SEED students were matched with an equal number of students without Project SEED instruction, SEED students out performed comparison students on all three unadjusted measures of mathematics achievement. The attitudes of 462 students in Project SEED were overwhelmingly positive, and 96% of the 25 teachers surveyed thought that the program was notably effective. The 9 principals surveyed were very positive about the program, as were the vast majority of the 267 parents surveyed. In Detroit, as in other cities studied, almost all (97.2%) of teachers said that they would like to see the program used in more classrooms. Four appendixes contain mathematics posttest questions, the student

(Program/Project Descriptions) (141)
DESCRIPTORS- Definitions; Disadvantaged Youth; *Employment; Government Role; *Income; Low Income Groups; *Poverty; Tables (Data); *Urban Problems; Urban Youth; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Dependency (Economics); Food Stamp Program; Supplemental Security Income Program; Welfare Reform

The Welfare Indicators Act of 1994 requires the Department of Health and Human Services to prepare annual reports to Congress on indicators and predictors of welfare dependence. This is the second of those annual reports. A family is defined as dependent on welfare if more than 50% of its total income in a 1-year period comes from welfare programs and this welfare income is not associated with work activities. It has not been possible to construct one single indicator of dependence. Among other limitations, the current data do not distinguish between cash benefits for which work is required and cash benefits that are paid without work. As a result, the report includes a number of indicators addressing welfare recipiency, dependence, and labor force attachment. In 1994, the most recent year for which data are available, 5.6% of the total population were dependent in the sense of receiving more than half of total income from Aid to Families with Dependent Children (AFDC), Food Stamps, and Supplemental Security Income (SSI). This is approximately the same rate as in the previous 2 years. The dependence rate would be lower if it were adjusted to exclude welfare assistance associated with working. Long-term dependency is relatively rare. Only 4% of those who were recipients in 1982 (less than 1% of the total population) received more than 50% of their income from welfare in 9 or 10 years over the next decade. In 1994, 46% of AFDC recipients, 38 percent of SSI recipients, and 57% of Food Stamp recipients were in families with at least one person in the labor force. The report also reviews a number of risk factors associated with welfare receipt, divided into categories of economic security measures, measures related to employment and barriers to employment, and measures of teen behavior, including nonmarital childbearing. The two "employment and work-related risk factors" most related to education are "Factor 8: Education Attainment" (p.III-49-50) and "Factor 9: High School Dropout Rates" (p.III-51-52). Three appendixes contain program data, poverty data, and additional nonmarital birth data. (Contains 98 tables and 65 figures.) (SLD)

ED 427 124 UD 032 769

Byrne, John J.
Parents and the Internet: What Today's Parents Need To Know.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Policy; Educational Research; Elementary Secondary Education; *Information Sources; *Internet; *Parent Participation; Parent School Relationship; *Parents; Policy Formation; *Urban Schools; Urban Youth

This guide to the Internet is designed to help parents, especially urban parents, find information they will need to participate in school leadership and in their children's are described in the following chapters: (1) "Korean Ethnic Roots: The Land, History, People, and Culture"; (2) "Korean Immigration to the United States: A Historical Overview"; (3) "Economic Adjustment"; (4) "Cultural and Social Adaptation"; (5) "Family Life"; (6) "Korean Ethnic Associations"; (7) "Intergroup Relations"; (8) "Psychological Adjustment"; and (9) "Unique Characteristics of Korean Americans and Their Impact on American Society." An appendix describes some notable Korean Americans. (Contains 12 tables, 1 figure, 1 map, and 200 references.) (SLD)

ED 427 146 UD 032 796

Urban Street Gang Enforcement.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 97
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Crime; Demonstration Programs; *Juvenile Gangs; *Law Enforcement; *Prevention; *Program Development; Program Implementation; *Urban Youth; Violence

Strategies to enhance prosecution of gang-related crimes are presented, with a focus on enforcement and prosecution targeting urban street gangs. The model programs introduced offer strategies largely based on the practical experiences of agencies that participated in a demonstration program, the Urban Street Gang Drug Trafficking Enforcement Program, designed to establish model approaches to prevention and suppression of gang violence. The monograph offers a step-by-step guide to designing and implementing a program based on strategies from the seven demonstration sites. The following chapters guide program implementation: (1) "Introduction"; (2) "Key Elements of the Gang Suppression Prototype"; (3) "Planning and Analysis"; (4) "Gang Information and Intelligence Systems"; (5) "Gang Suppression Operations and Tactics"; (6) "Interagency Cooperation and Collaboration"; (7) "Legal Issues"; and (8) "Evaluation." Appendixes contain an annotated bibliography and sources for further information. (Contains 85 endnotes and 65 references.) (SLD)

ED 427 147 UD 032 797

Macallair, Dan; Males, Mike
The Impact of Juvenile Curfew Laws in California.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delinquency; *Prevention; *Urban Youth
IDENTIFIERS- *California; *Curfews

Data from jurisdictions throughout California were analyzed to determine the impact of juvenile curfew laws on youth crime. It was hypothesized that jurisdictions with strict curfew enforcement would experience lower overall and serious crime arrests than jurisdictions with less strict curfew enforcement. It was also hypothesized that jurisdictions with strict youth curfews would have accelerated rates of youth crime reduction survey, the teacher surveys, and principal and parent surveys. (SLD)

ED 427 105 UD 032 748

Melaville, Atelia
Learning Together: The Developing Field of School-Community Initiatives.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 120p.; For the Executive Summary, see UD 032 749.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; Profiles; Program Development; Program Implementation; *School Community Programs; School Community Relationship; Social Change; *Urban Schools

To provide more information about school-community initiatives, a mapping project was developed to show the broad outlines of the movement to bring about change through school-community efforts and to show some of the movement's more specialized details. Focusing on initiatives at the kindergarten through grade 12 level, the mapping project selected 20 initiatives as examples. Part 1 of the report, "Charting the Basic Terrain," describes four major approaches to school-community initiatives, the primary purposes and strategies associated with each approach, and the relationships among them. Part 2 of the report, "Mapping Key Features," describes 10 aspects of school-community initiatives about which policymakers and practitioners often ask and presents summary profiles of the 20 initiatives. Part 3, "Strengthening Schools and Sustaining Innovations," broadens the focus of the study from a descriptive analysis of school-community initiatives to consideration of their impact on the quality of education and their long-term staying power and expansion. School-community initiatives contribute to school improvement by fostering positive relations with staff, developing parent participation and leadership, and ensuring access to the school's decision-making process. The sustainability of school-community initiatives depends on stable leadership and permanent financing strategies, as well as diversified funding, careful site selection, visibility, and organized constituent support. A brief set of recommendations for funders, policymakers, and practitioners is included. Appendix A contains additional information about each initiative and contact information. Six other appendixes discuss particular aspects of the operation of school-community initiatives. (Contains 5 tables, 21 figures, and 21 endnotes.) (SLD)

ED 427 106 UD 032 749

Melaville, Atelia
Learning Together: A Look at 20 School-Community Initiatives. Executive Summary.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 16p.; For complete report, see UD 032 748.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; Educational Improvement; Elementary Secondary Education; Profiles; Program Development; *School Community Programs; School Community Relationship;

education. The following sections explain the Internet for parents: (1) "How To Use the Internet"; (2) "General Sites"; (3) "Education Related Sites for Parents"; (4) "Government Links"; (5) "My Favorite Site"; (6) "Must See Sites for Parents"; (7) "Urban Web"; (8) "Parents and School Reform"; (9) "Plain Old Fun for Parents and Kids"; and (10) "Index." Using the information superhighway is vital if parents want to participate fully and knowledgeably in constructing school policy. (SLD)

ED 427 125 UD 032 770

Confidentiality and Informed Consent. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Confidentiality; Counselor Role; Decision Making; Elementary Secondary Education; *Ethics; *High Risk Students; Legal Problems; Parent Participation; Special Education; *Student Placement; Therapy
IDENTIFIERS- *Informed Consent

This packet contains materials that constitute an introduction to issues of confidentiality and informed consent in therapy or educational placement. Procedural safeguards for special education assignment have been designed to ensure that parents are involved in decisions regarding the testing and placement of their child. Issues of informed consent enter as the rights of parents and children are considered. This packet contains: (1) an overview of confidentiality and informed consent issues; (2) a discussion of "The Confidentiality Dilemma"; (3) a discussion of "Minor Consent"; (4) an overview of some basic resources, including references, models, experts to consult, agencies and resource organizations, and Internet resources; (5) a sample digest from the ERIC system; and (6) an excerpt from "Overcoming Confidentiality Barriers in Human Services Collaboration for At-Risk Youth" by William E. Davis. (Concluding article contains 26 references.) (SLD)

ED 427 126 UD 032 771

Achieving Educational Excellence through Collaboration. National Conference Report of the Foundation for Excellent Schools. (Stowe, VT, November 6-7, 1998).
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cooperation; Educational Change; Educational Finance; *Educational Quality; Elementary Secondary Education; Higher Education; Instructional Leadership; *Parent Participation; *Partnerships in Education; School Business Relationship; *School Community Relationship; *Urban Schools

More than 230 educators from 125 schools and communities around the country gathered for the national conference of the Foundation for Excellent Schools to exchange ideas and strategies for educational improvement. The conference theme, "Achieving Educational Excellence through Collaboration," was featured in sessions exploring the possibilities of

in relation to adult crime. Analyses used curfew arrest rates and youth crime rates for the 12 most populous counties and rates for cities over 100,000 population. Statistical analyses provide no support for the proposition that stricter curfew enforcement reduced youth crime either absolutely or relative to adults by location, city, or type of crime. Curfew enforcement generally had no discernible effect on youth crime. In the few instances where a significant effect was found, curfew enforcement was more likely to be associated with higher rates of juvenile crime. (Contains 12 references.) (SLD)

Social Change; *Urban Schools

A project to map the outlines of school-community initiatives for educational improvement was undertaken to provide more information about these cooperative efforts. The mapping project aimed to identify the major types, purposes, and strategies of school-community initiatives and explore the dynamics of implementing, sustaining, and expanding these initiatives. Information was drawn from a national cross-section of 20 school-community initiatives based on surveys, interviews, and group conversations. These results represent a snapshot of school-community initiatives. The report contains recommendations for establishing school-community initiatives and profiles of the 20 programs. (SLD)

ED 427 107 UD 032 750

Take Action on 5 Policies America Must Adopt To Reduce and Prevent Substance Abuse.

SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Health Education; *Policy Formation; *Prevention; Public Policy; *Substance Abuse; Taxes; Therapy

The Join Together National Policy Panel presents five policies that can help communities reduce and prevent substance abuse. They are: (1) compel substance abuse treatment for criminal offenders; (2) ensure that every person who has an addiction gets treatment; (3) make substance abuse prevention an urgent priority in every community; (4) increase taxes on alcohol and tobacco; and (5) provide media time for counter-advertisements portraying the health risks associated with alcohol that is equal to the time spent promoting alcohol. These policies will help every community develop a comprehensive strategy for reducing alcohol, illicit drugs, and tobacco use that is coordinated across institutions and among individual citizens. Ramifications of each policy are discussed. (SLD)

ED 427 108 UD 032 751

Fixing a Failing System. National Policy Recommendations: How the Criminal Justice System Should Work with Communities To Reduce Substance Abuse. Report from a Join Together Policy Panel.

SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Community Programs; *Justice; *Law Enforcement; *Policy Formation; *Prevention; Public Policy; *Substance Abuse; Therapy

A policy panel of criminal justice experts proposed recommendations to help criminal justice systems become consistently integrated into a community response to substance partnerships in education. U.S. Secretary of Education, Richard W. Riley, discussed school and community partnerships in education as a growing trend. Other themes that were stressed in panel sessions and in individual presentations were: (1) team building and leadership as the building blocks of change; (2) the power of partnerships; (3) parents as partners; (4) the collegiate connection; (5) bringing businesses on board; (6) promoting community ties; (7) reaching out and up through service learning and peer relationships; (8) finding funding; and (9) connecting through creativity. Experiences in an Oregon school district and the exchange of experiences among New York City, Alabama, Massachusetts, and Vermont teachers are also described. (SLD)

ED 427 127 UD 032 772

Fine, Michelle, Ed.; Somerville, Janis I., Ed.
Small Schools, Big Imaginations: A Creative Look at Urban Public Schools.
PUB DATE- 98
NOTE- 166p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Case Studies; Costs; *Educational Change; Educational Finance; Elementary Secondary Education; Parent Attitudes; *School Restructuring; School Size; *Small Schools; Student Attitudes; *Teacher Attitudes; *Urban Schools; Urban Youth

School reform leaders from Chicago (Illinois), Denver (Colorado), New York (New York), Seattle (Washington), Philadelphia (Pennsylvania), and Los Angeles (California) created the Cross City Campaign for Urban School Reform to work to improve urban education so that all urban youth are well-prepared for postsecondary education, work, and citizenship. Papers in this volume provide insights into an approach advocated by the Cross City Campaign, the small schools movement. The following papers are included: (1) "Introduction: What's So Good about Small Schools? (Michelle Fine); (2) "Beginnings: An interview with David Sherman (United Federation of Teachers) in New York City" (New York); (3) "Urban Dreamcatchers: Planning and Launching New Small Schools" (Jacqueline Ancess); (4) "Small Schools: Spaces for Moral Outrage and Education for Social Justice" (Maxine Greene); (5) "Perspectives: Administrators" (Olivia Ifill-Lynch and Sylvia Gibson); (6) "Perspectives: Teachers" (Michelle Smith); (7) "Authentic Relationships: Honoring the Difficult" (Camilla Greene); (8) "Perspectives: Parents--Holding on to a Dream: Parents' Hopes and Fears for New Small Schools"; (9) "Perspectives: Students"; (10) "Perspectives: P.S. 261" (Arthur Foresta, Mark Buswinka, Billy Holiday, Michael Hopper, and students); (11) "Can the Odds Be Changed? (Deborah Meier); (12) "Marathon High School: Reflection Grounds Dramatic Restructuring" (excerpt from "The Five Schools Study: Restructuring Philadelphia's Comprehensive High Schools" produced by Research for Action for the Philadelphia Education Fund (ED 411 604)); (13) "Essential Elements of Small Schools" (Cross City Campaign); (14) "The Small School Movement: A Review of the Literature" (Robert Gladden); and (15) "The Effects of Size of Student Body on School Costs: New York City High Schools" (Patrice Iatarola, Leanna Steifel, Norm Fruchter, and Robert Berne). (Contains a list of 21 resource organizations and 29 selections for further reading.) (SLD) abuse. The recommendations are: (1) repeal mandatory sentencing; (2) expand substance abuse treatment throughout the criminal justice system; (3) collaborate within the criminal justice system; (4) work with communities; (5) form partnerships between police and communities; and (6) hold public officials and criminal justice agencies accountable for results. Implementing these recommendations will work toward fixing the failings of the criminal justice system with regard to substance abuse. Resource organizations are listed for each recommendation. (Contains 48 references.) (SLD)

ED 427 109 UD 032 752

Treatment for Addiction: Advancing the Common Good. Recommendations from a Join Together Policy Panel on Treatment and Recovery.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Delivery Systems; *Health Education; Health Insurance; Integrated Activities; Law Enforcement; *Policy Formation; Public Policy; *Substance Abuse; *Therapy
IDENTIFIERS- *Addictive Behavior

Join Together convened a panel of experts to review U.S. policies for addiction treatment and recovery. Although the panel reached an agreement on six recommendations for policy changes that can make help more accessible and expand treatment to more people. These recommendations are: (1) treatment for alcoholism and other drug addiction must be covered as a health benefit on an equal basis with treatment for other diseases; (2) limited access to treatment for alcoholism and drug addiction is a national crisis that calls for a broad-based national campaign to educate the public and build political support; (3) research on the nature and treatment of addiction and recovery should be expanded and the results made accessible to professionals, policymakers, and the public; (4) education and training on addiction and recovery should be required for all health, mental health, social service, and justice system professionals; (5) treatment for alcoholism and drug addiction must be monitored by independent treatment managers with no vested financial interests in order to ensure ongoing treatment effectiveness; and (6) diagnosis, treatment, and long-term recovery must be integrated into a coordinated community-wide strategy to reduce alcohol and other drug problems. One appendix contains a glossary of treatment terms, and the other is a statement from the Physician's Leadership on National Drug Policy. Forty-five treatment resource organizations are listed. (SLD)

ED 427 110 UD 032 753

Fine, Michelle; Weis, Lois
The Unknown City: Lives of Poor and Working-Class Young Adults.
PUB DATE- 98
NOTE- 342p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 427 128 UD 032 773

Hispanic Education Fact Sheet.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Attainment; *Elementary Secondary Education; *Enrollment; Enrollment Trends; High School Graduates; Higher Education; *Hispanic Americans; Minority Groups; *Population Trends; Preschool Education
IDENTIFIERS- *Latinos

From 1986 to 1995, the percentage of Hispanics in elementary and secondary schools increased significantly. However, data continue to show that Hispanic educational attainment levels do not match those of their White and Black peers. Latino children are less likely than their White or Black peers to be enrolled in preprimary education programs, although this gap closes at the kindergarten level, when Hispanic enrollment surpasses even that of Whites. Latinos continue to be underrepresented in gifted and talented education programs, even though their overall enrollment rates have increased over time. In later stages of their academic careers, Hispanic students are more likely than Whites to be retained in grade, and more likely to attend a predominantly minority school. Hispanics are less likely to complete high school and less likely both to be enrolled in college and to complete a degree. (SLD)

ED 427 129 UD 032 774

Fisher, Maria
Latino Education: Status and Prospects. State of Hispanic America 1998.
SPONS. AGENCY- State Farm Insurance Company; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Coalition of Advocates for Students, Boston, MA.; Rockefeller Foundation, New York, NY.; Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 120p.; Document prepared with assistance from Sonia M. Perez, Bryant Gonzalez, Jonathan Njus, and Charles Kamasaki.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Demography; *Educational Attainment; *Elementary Secondary Education; Enrollment; Enrollment Trends; *Equal Education; High School Graduates; Higher Education; *Hispanic Americans; *Minority Group Teachers; Preschool Education
IDENTIFIERS- *Latinos

This report is divided into a series of "snapshots" that form a "portrait" of the status of Hispanics in the U.S. educational system. Chapter 1 introduces the situation of Hispanics in U.S. education. Chapter 2 provides a brief summary of Hispanic demographics, and chapter 3 covers the condition of Hispanic children from pre-kindergarten through grade 12. Chapter 4 summarizes data on the representation of Latinos as elementary and secondary school teachers and principals. Chapter 5 summarizes Hispanic postsecondary and adult educational status, and chapter 6 identifies policy implications of the findings. This look at the educational status of Hispanic Americans shows

PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Blacks; Ethnography; *Life Events; *Low Income Groups; Minority Groups; Poverty; Puerto Ricans; Questionnaires; Research Methodology; Social Problems; Tables (Data); Urban Problems; Urban Schools; *Urban Youth; *Working Class; *Young Adults

The deeply fractured nature of U.S. society is examined, focusing on poor and working class people in cities. Based on data from 154 poor and working class young adults aged 23 to 35, the study reveals the ways in which this urban generation has suffered from social change. The following chapters are included: (1) "Voices of Hope and Despair: Introduction"; (2) "Narrating the 1980s and 1990s: Voices of White and African American Men"; (3) "Loss of Privilege inside White, Working-Class Masculinity"; (4) "'To Stand Up and Be Men':Black Males Rewriting Social Representations"; (5) "'It's a Small Frog that Will Never Leave Puerto Rico': Puerto Rican Men and the Struggle for Place in the United States"; (6) "Cops, Crime, and Violence"; (7) "'I've Slept in Clothes Long Enough': Domestic Violence among Women in the White Working Class"; (8) "'Food in Our Stomachs and a Roof Overhead': African American Women Crossing Borders"; (9) "Working without a Net: Poor Mothers Raising Their Families"; (10) "Refusing the Betrayal: Latinas Redefining Gender, Sexuality, Family, and Home"; (11) "'You Can Never Get Too Much': Reflections on Urban Schooling...for Grown-Ups and Kids"; and (12) "Work, the State, and the Body: Re-viewing the Loss and Re-imagining the Future." An epilogue, "Writing the 'Wrongs' of Fieldwork: Confronting Our Own Research/Writing Dilemmas in Urban Ethnographies," discusses the research methodology. Three appendixes contain summary tables, a note on methods, and the interview questions. (Contains 15 tables and 214 references.) (SLD)

that more than 30 years after enactment of the major civil rights laws, U.S. society has yet to approach the goal of equal educational opportunity for all Americans. The disparity in education for Hispanic children begins at an early age, and Hispanic students who have fallen behind by middle school or high school tend to leave school before high school graduation. Some enter the work force with little preparation, while others become discouraged and chronically unemployed. Each chapter contains endnotes. (Contains 91 figures.) (SLD)

ED 427 130   UD 032 777

Hootstein, Ed
Differentiation of Instructional Methodologies in Subject-Based Curricula at the Secondary Level. Research Brief #38.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Diversity (Student); High School Students; High Schools; *Instruction; *Intellectual Disciplines; Qualitative Research; Rural Schools; *Secondary School Teachers; Suburban Schools; Surveys; *Teaching Methods; Urban Schools

This study examined how teachers use instructional methods to meet the diverse academic needs of students. Surveys were completed by 284 secondary school teachers from 28 high schools in 7 school divisions of the Metropolitan Educational Research Consortium. Rural, suburban, and urban schools were represented. Qualitative and quantitative methods were used to analyze survey responses. Almost all (90%) teachers indicated that addressing academic differences was very important or exciting. Teachers recognized that different learners require various instructional methods to help them understand content. Teachers reported using a variety of methods, although methods that require proactive and planned efforts to challenge the wide range of student differences were among those least often cited. Many of the methods most frequently used required making minor adjustments to a single lesson rather than planning different lessons for students with varying levels of readiness or skill. Findings conclude that teacher responses provide insight into barriers to addressing academic differences and a starting point for future training efforts. (Contains three tables.) (SLD)

ED 427 131   UD 032 778

Seyfarth, John T.; Magill, Cheri C.
Policies and Practices in Staff Development in Selected Schools and Businesses. Research Brief #36.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business; *Educational Policy; Educational Practices; Elementary Secondary Education; *Professional Development; *School Districts; *Staff Development

The nature of effective staff development programs was studied in both business and education with the aim of helping school districts design alternative models of staff development programs for teachers. In the first phase of the study, school districts and businesses known for their reputations for staff development were asked to complete questionnaires about their

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Research Triangle Inst., Research Triangle Park, NC.

Charter Schools and Students with Disabilities: Review of
Existing Data. 39p. 1mf. L1 ED 426 515

Research Triangle Inst., Research Triangle Park, NC. EDD00036

Review of Charter School Legislation Provisions Related to
Students with Disabilities. 74p. 1mf. L1 ED 426 511

Rochester City School District, NY.

Certificate of Employability. A Rochester, New York, Case Study--
Year 2. 10p. 1mf. L1 ED 426 278

Russell Sage Foundation, New York, NY.

Neighborhood Poverty. Context and Consequences for Children.
Volume I. 334p. 0mf. L3 ED 427 119

Neighborhood Poverty. Policy Implications in Studying
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Documentation Writing. 74p. 1mf. L1 ED 426 263

Saint Louis Community Coll., MO. Workplace Literacy Services
Center.

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Workforce Skills. 76p. 1mf. L1 ED 426 194

PUBLICATION TYPE

(010) Books

Accreditation Standards for Camp Programs and Services. Revised 1998 Edition.	255p.	L2	ED 426 829
ARBA Guide to Biographical Resources 1986-1997.	604p.	L3	ED 426 695
Art in Chemistry; Chemistry in Art.	275p.	L3	ED 426 856
Art Information and the Internet: How To Find It, How To Use It.	279p.	L3	ED 426 949
Authentic Alaska: Voices of Its Native Writers. American Indian Lives.	204p.	L3	ED 426 840
Becoming Political: Comparative Perspectives on Citizenship Education. SUNY Series: Theory, Research, and Practice in Social Education.	304p.	L3	ED 426 920
Biography Today: Sports Series. Profiles of People of Interest to Young Readers. Volume 3, 1999.	219p.	L1	ED 427 000
Can Piaget Cook? Science Activities.	150p.	L2	ED 426 849
Capability and Quality in Higher Education. 2nd Edition. Teaching and Learning in Higher Education Series.	233p.	L3	ED 426 632
Changing Schools from the Inside Out. Second Edition.	203p.	L3	ED 426 503
Character and Community Development: A School Planning and Teacher Training Handbook.	270p.	L2	ED 426 922
Close Encounters with Deadly Dangers: Riveting Reads and Classroom Ideas.	149p.	L3	ED 426 709
The Construction of Children's Character. Ninety-Sixth Yearbook of the National Society for the Study of Education. Part II.	196p.	L3	ED 426 910
Counseling Tips for Elementary School Principals.	120p.	L3	ED 426 324
Creating Better Schools: What Authentic Principals Do. Principals Taking Action Series.	143p.	L2	ED 426 506
Creating Integrated Curriculum: Proven Ways To Increase Student Learning.	255p.	L2	ED 426 507
Crime Scene Investigation.	109p.	L3	ED 426 699

(052) Guides - Classroom - Teacher (Continued)

English as a Second Language Curriculum Guide for The Apparel Group Ltd.--ENRO, 1995-1996.	43p.	L1	ED 426 196
English as a Second Language: Improving Basic Skills. JobLink Winning at Work Instructor's Manual, Module 4.	742p.	L1	ED 426 304
Environmental Action Energy Conservation. Teacher Resource Guide.	165p.	L3	ED 426 845
ESL for Hotel/Hospitality Industry. Level: Advanced Beginner/Intermediate.	76p.	L1	ED 426 251
ESL for Hotel/Hospitality Industry. Level: Beginner.	37p.	L1	ED 426 250
ESOL Workplace Photos and Lesson Plans.	18p.	L1	ED 426 222
Every Day Lots of Ways. An Interdisciplinary Nutrition Curriculum for Kindergarten-Sixth Grade.	600p.	L2	ED 426 979
The Games Our Students Play: A Review Activity for the Interpersonal Communication Classroom.	8p.	L1	ED 426 420
A Guide for Training Study Circle Facilitators.	75p.	L1	ED 426 272
The Haiku Moment: Seeing the World in a Grain of Sand. A Curriculum Unit for Elementary Levels. Revised.	25p.	L2	ED 426 908
How To Teach Nutrition to Kids: An Integrated, Creative Approach to Nutrition Education for Children Ages 6-10.	189p.	L3	ED 426 978
Improving the Language Usage of a Teacher.	6p.	L1	ED 426 428
Integrated Language Arts Curriculum.	8p.	L1	ED 426 399
Interpersonal Communications Curriculum. Claretian Medical Center for the Worker Education Program of Northeastern Illinois University, Chicago Teacher's Center.	40p.	L1	ED 426 198
Juvenile Justice - Decline Hearing: Judges in the Classroom, Secondary School Lesson.	7p.	L2	ED 426 948
The Keys to Literacy.	65p.	L1	ED 426 353
Language & Communication Skills Curriculum Binder. Workplace Training Project.	269p.	L1	ED 426 255

(070) Informational Analyses - General (Continued)

The Role of Parents in the Education Systems of the European Union.	146p.	L1	ED 426 950
Service Delivery for Native American Children in Los Angeles County, 1996.	47p.	L1	ED 426 827
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Strategies and Steps To Teach Content Areas to Students Who Are Not Reading on Grade Level.	38p.	L1	ED 426 344
Taking Stock: What Have We Learned about Making Education Standards Internationally Competitive? Summary of a Workshop.	45p.	L1	ED 426 476
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Vocational Education and Training for People from Non-English-Speaking Backgrounds. Review of Research.	66p.	L2	ED 426 240
What Research Says about Communicating with Parents of Children with Disabilities and What Teachers Should Know.	16p.	L1	ED 426 547
When Women Ask the Questions: Creating Women's Studies in America.	360p.	L3	ED 426 659

(071) Informational Analyses - ERIC IAPS

Adopted Children in the Early Childhood Classroom. ERIC Digest.	3p.	L1	ED 426 819
Annual Summary of Research in Science Education 97.	121p.	L1	ED 426 859
Career Planning on the Internet. Trends and Issues Alert No. 3.	4p.	L1	ED 426 297
Constructivism in Teacher Education: Considerations for Those Who Would Link Practice to Theory. ERIC Digest.	4p.	L1	ED 426 986
Distance Learning. Myths and Realities.	4p.	L1	ED 426 213
Educational Media and Technology Yearbook, 1998. Volume 23.	307p.	L1	ED 426 686
Evaluating Adult and Continuing Education. Information Series No. 375.			

(120) Opinion Papers

AGB Statement on Institutional Governance. Board Basics: The Fundamentals.	17p.	L2	ED 426 675
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Directions for Current and Future NPDA Programs in the 21st Century.	15p.	L1	ED 426 439
Education Indigenous to Place: Western Science Meets Native Reality.	17p.	L1	ED 426 823
Effective Reading Instruction: Shattering the Myth.	26p.	L1	ED 426 345
Endangered Education: How Corporate Polluters Are Attacking Environmental Education.	75p.	L2	ED 426 861
Enhancing Co-operation between Mainstream and Special Education. Thematic Group 9. Helios II Programme.	104p.	L2	ED 426 556

(141) Reports - Descriptive (Continued)

Parents and Teachers: Education in Concert.	7p.	L1	ED 426 788
Partners in Progress. A Monograph on the Worker Education Program of Northeastern Illinois University.	61p.	L1	ED 426 268
Phoenix Violence Prevention Initiative, Phase II Report.	111p.	L1	ED 426 514
Phoenix Violence Prevention Initiative.	34p.	L1	ED 426 513
Planning for Life: A Compendium of 1998 Nationally Recognized Career Planning Programs. Fifth Edition.	46p.	L1	ED 426 342
Preprimary Education Enrollment. Indicator of the Month.	3p.	L1	ED 426 784
A Primer on Effect Sizes: What They Are and How To Compute Them.	13p.	L1	ED 427 090
Project Future Workplace Literacy Project. Final Performance Report.	21p.	L1	ED 426 204
The Provision of an Equal Education Opportunity to Limited-English-Proficient Students. Revised.	13p.	L1	ED 426 601
Putting It All Together. County by County Data and Action Agenda. Illinois Kids Count 1998-1999.	206p.	L1	ED 426 781
Qualitative Life History Interview Methodology with Computer Assisted Analysis: Lessons Learned from the Study.	24p.	L1	ED 427 046
Questions on Program Characteristics. IssueTrak: A CEFPI Brief on Educational Facility Issues.	4p.	L1	ED 426 582
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Reconceptualizing Schools and Learning: The California Community Colleges.	29p.	L1	ED 426 741
Reflections on Re:Learning in Colorado: A Report for Educators.	50p.	L1	ED 426 509
Reform in American Public Higher Education.	41p.	L1	ED 426 746
Rekindling the Spirit: A Vision for the New Millennial Movement To Leave No Child behind.	89p.	L2	ED 426 804
Research Methodology & Information Systems. Chapter 10.			

(143) Reports - Research (Continued)

Future Trends in San Diego: Population, Income, Employment, Post College Wages and Enrollment.	26p.	L1	ED 426 726
The General Degree Productivity and Retention of Oklahoma Graduates.	16p.	L1	ED 426 721
Getting It All Together: The Health and Well-Being of Minnesota's Youth.	62p.	L1	ED 427 114
Going On-line. A Research Report on the Use of On-line Technologies by Adult Literacy Teachers and Learners.	52p.	L1	ED 426 187
Graduate Students Library Satisfaction Survey: Miller F. Whittaker Library, South Carolina State University.	28p.	L1	ED 426 704
A Guide to Involving English Language Learners in School to Career Initiatives.	74p.	L1	ED 426 284
The Hazards of Changing Schools for California Latino Adolescents.	69p.	L2	ED 427 095
Healthy Environments, Healthy Children: Children in Families. Child Development Supplement.	19p.	L1	ED 426 779
High School Peer Helping: A Program Evaluation.	18p.	L1	ED 426 319
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Historical Archaeology of the United States Industrial Indian School at Phoenix: Investigations of a Turn of the Century Trash Dump. Anthropological Field Studies Number 42.	244p.	L3	ED 426 820
Home Visits: From the Teacher's Perspective.	12p.	L1	ED 426 775
Homeschooling: Who and Why?	23p.	L1	ED 427 138

(143) Reports - Research (Continued)

Using Language To Create Community: An Ethnographic Study.	19p.	L1	ED 426 441
Using School Culture To Bring Vision to Life.	21p.	L1	ED 426 452
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Walking the Talk: A Study of Training in Five National Family Support Programs.	88p.	L1	ED 426 773
Wallace Community College, Selma. Institutional Profile, 1997-1998.	121p.	L1	ED 426 723
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Work and Learning in Micro-enterprises in the Printing Industry. A Comparative Research Study into the Relationship between Technological and Organisational Developments and Training Activities in Micro-enterprises in the Printing Industry in Four European Countries. Synthesis Report. CEDEFOP Panorama.	83p.	L1	ED 426 230
Young People in Rural Scotland: Getting Out and Staying On. CES Briefing No. 13.	5p.	L1	ED 426 838

Special Education Effectiveness Study: Technical Report 1995-1996. Final Report of the Special Education Effectiveness Studies Conducted 1990-1996.	93p.	L1	ED 427 013
Statistics & Input-Output Measures for Colorado Public Libraries, 1997.	296p.	L1	ED 426 708
Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers. Statistical Analysis Report.	258p.	L1	ED 427 009
Triangulating Multiple Perspectives on Classroom Learning Environments for Disabled Students.	20p.	L1	ED 427 082
The Unknown City: Lives of Poor and Working-Class Young Adults.	342p.	L3	ED 427 110
Vermont Core Standards and Self-Assessment Tool for Center-Based Early Childhood Programs.	87p.	L1	ED 426 769

(171) Multilingual/Bilingual Materials

National Workplace Literacy Program. Garment-Related Bilingual (English & Chinese) T.V. Broadcast Lessons. Book I: Episodes 1-15.	172p.	L1	ED 426 205
National Workplace Literacy Program. Garment-Related Bilingual (English & Chinese) T.V. Broadcast Lessons. Book II: Episodes 16-27.	141p.	L1	ED 426 206

Critical Perspectives on Project Head Start: Revisioning the Hope and Challenge. SUNY Series, Youth Social Services, Schooling, and Public Policy.	352p.	L3	ED 426 767
Describing Learning: Implementation of Curriculum Profiles in Australian Schools 1986-1996. ACER Research Monograph No. 50.	463p.	L2	ED 426 911
The Design and Production of Self-Instructional Materials. Open and Distance Learning Series.	160p.	L3	ED 426 689
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Drawing and Painting in Rudolf Steiner Schools.	249p.	L2	ED 426 919
Early Intervention in Europe: Organisation of Services and Support for Children and Their Families: Trends in 17 European Countries.	109p.	L2	ED 426 557
Education and Care Away from Home: A Review of Research, Policy and Practice. Using Research Series 19.	162p.	L2	ED 426 786
Educational Media and Technology Yearbook, 1998. Volume 23.	307p.	L1	ED 426 686
Educational Media and Technology Yearbook, 1999. Volume 24.	293p.	L1	ED 426 691
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Enhancing Co-operation between Mainstream and Special Education. Thematic Group 9. Helios II Programme.	104p.	L2	ED 426 556
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4p. L1 ED 427 093

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4p. L1 ED 426 295

(072) Book/Product Reviews

Orthogonal versus Oblique Factor Rotation: A Review of the Literature regarding the Pros and Cons.
32p. L1 ED 427 031

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Guidelines for Evaluating Web Sites. ERIC Digest.

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Facing Change: Building the Faculty of the Future.	105p.	L1	ED 426 661
Health Professions Education: Clarifying the Role of Title VII and VIII Programs Could Improve Accountability. Statement for the Record by Bernice Steinhardt, Director, Health Services Quality and Public Health Issues, Health, Education, and Human Services Division. Testimony before the Subcommittee on Public Health and Safety, Committee on Labor and Human Resources, U.S. Senate.	11p.	L1	ED 426 638
Higher Education: Handbook of Theory and Research. Volume XIV.	499p.	L3	ED 426 645
How To Promote Leadership and Participation in the Process of Periodic Programme Evaluation: Lessons Learned from Evaluation Practice in Higher Education in Quebec.	7p.	L1	ED 426 634
Information Technology and the Curriculum Process in Developed and Developing Countries: A Comparative Analysis and the Changed Role of the North American Teacher.	29p.	L1	ED 427 008
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(150) Speeches/Meeting Papers

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Higher Education: Handbook of Theory and Research. Volume XIV.	499p.	L3	ED 426 645
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CE077990	ED426285
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CE077994	ED426287
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CE078007	ED426290
CE078009	ED426291
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CE078011	ED426293
CE078014	ED426294
CE078015	ED426295
CE078016	ED426296
CE078017	ED426297
CE078058	ED426298

TM029348	ED427012
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TM029351	ED427015
TM029352	ED427016
TM029354	ED427017
TM029356	ED427018
TM029357	ED427019
TM029360	ED427020
TM029365	ED427021
TM029367	ED427022
TM029372	ED427023
TM029376	ED427024
TM029389	ED427025
TM029390	ED427026
TM029391	ED427027
TM029404	ED427028
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TM029413	ED427036
TM029414	ED427037
TM029415	ED427038
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TM029422	ED427044
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TM029436	ED427055
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TM029438	ED427057
TM029439	ED427058
TM029440	ED427059
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TM029445	ED427064
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TM029450	ED427069
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CE078059	ED426299
CE078635	ED426300
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CE078638	ED426303
CE078639	ED426304
CE078640	ED426305
CE078641	ED426306
CE078642	ED426307
CE078643	ED426308
CE078644	ED426309
CE078645	ED426310

CG - Counseling and Student Services

CG028566	ED426311
CG028677	ED426312
CG028964	ED426313
CG028967	ED426314
CG028987	ED426315
CG028989	ED426316
CG028990	ED426317
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CG028999	ED426323
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CG029003	ED426325
CG029010	ED426326
CG029011	ED426327
CG029012	ED426328
CG029013	ED426329
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CG029017	ED426332
CG029019	ED426333
CG029021	ED426334
CG029025	ED426335
CG029026	ED426336
CG029029	ED426337
CG029030	ED426338
CG029034	ED426339
CG029036	ED426340
CG029038	ED426341
CG029039	ED426342

CS - Reading, English, and Communication

CS013310	ED426343
CS013311	ED426344
CS013354	ED426345
CS013355	ED426346
CS013356	ED426347
CS013357	ED426348
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CS013365	ED426356

TM029457	ED427076
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TM029463	ED427081
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TM029466	ED427083
TM029467	ED427084
TM029468	ED427085
TM029469	ED427086
TM029470	ED427087
TM029471	ED427088
TM029472	ED427089
TM029473	ED427090
TM029474	ED427091
TM029475	ED427092

UD - Urban Education

UD032086	ED427093
UD032614	ED427094
UD032615	ED427095
UD032619	ED427096
UD032676	ED427097
UD032741	ED427098
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UD032744	ED427101
UD032745	ED427102
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UD032750	ED427107
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UD032752	ED427109
UD032753	ED427110//
UD032754	ED427111
UD032755	ED427112
UD032756	ED427113
UD032758	ED427114
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UD032761	ED427116
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UD032763	ED427118
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UD032765	ED427120//
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UD032769	ED427124
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UD032771	ED427126
UD032772	ED427127
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UD032774	ED427129
UD032777	ED427130
UD032778	ED427131
UD032779	ED427132
UD032780	ED427133
UD032781	ED427134
UD032782	ED427135
UD032783	ED427136

CS013366	ED426357
CS013367	ED426358
CS013368	ED426359
CS013369	ED426360
CS013370	ED426361
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CS013372	ED426363
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CS013397	ED426388
CS013398	ED426389
CS013399	ED426390
CS013400	ED426391
CS013401	ED426392
CS013402	ED426393
CS013403	ED426394
CS013404	ED426395
CS013405	ED426396
CS216548	ED426397
CS216552	ED426398
CS216553	ED426399
CS216554	ED426400
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CS216561	ED426405
CS216562	ED426406
CS216563	ED426407
CS216564	ED426408
CS216565	ED426409
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CS216567	ED426411
CS216568	ED426412
CS216569	ED426413
CS216570	ED426414//
CS216572	ED426415
CS216573	ED426416
CS509949	ED426417
CS509950	ED426418
CS509951	ED426419
CS509952	ED426420

UD032785	ED427137
UD032786	ED427138
UD032787	ED427139
UD032788	ED427140
UD032791	ED427141
UD032792	ED427142
UD032793	ED427143
UD032794	ED427144
UD032795	ED427145//
UD032796	ED427146
UD032797	ED427147

CS509953	ED426421
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CS509956	ED426423
CS509957	ED426424
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CS509960	ED426426
CS509961	ED426427
CS509962	ED426428
CS509964	ED426429
CS509965	ED426430
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CS509967	ED426432
CS509968	ED426433
CS509969	ED426434
CS509970	ED426435
CS509971	ED426436
CS509972	ED426437
CS509974	ED426438
CS509975	ED426439
CS509976	ED426440
CS509977	ED426441
CS509978	ED426442

EA - Educational Management

EA029240	ED426443
EA029248	ED426444
EA029250	ED426445
EA029260	ED426446
EA029264	ED426447
EA029265	ED426448
EA029268	ED426449
EA029292	ED426450
EA029474	ED426451
EA029492	ED426452
EA029505	ED426453//
EA029506	ED426454
EA029514	ED426455//
EA029515	ED426456//
EA029519	ED426457
EA029520	ED426458
EA029523	ED426459
EA029532	ED426460
EA029535	ED426461
EA029536	ED426462
EA029540	ED426463
EA029541	ED426464
EA029543	ED426465
EA029549	ED426466//
EA029551	ED426467
EA029553	ED426468
EA029555	ED426469
EA029557	ED426470
EA029561	ED426471
EA029562	ED426472
EA029567	ED426473//
EA029569	ED426474
EA029572	ED426475
EA029573	ED426476
EA029574	ED426477
EA029576	ED426478
EA029577	ED426479
EA029578	ED426480
EA029579	ED426481

EA029580	ED426482
EA029581	ED426483
EA029582	ED426484
EA029583	ED426485
EA029584	ED426486
EA029585	ED426487
EA029586	ED426488
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EA029590	ED426490
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EA029594	ED426494
EA029600	ED426495
EA029601	ED426496
EA029602	ED426497
EA029604	ED426498
EA029605	ED426499
EA029606	ED426500
EA029607	ED426501
EA029608	ED426502
EA029609	ED426503//
EA029610	ED426504
EA029611	ED426505
EA029615	ED426506
EA029616	ED426507
EA029617	ED426508
EA029618	ED426509
EA029620	ED426510
EA029622	ED426511
EA029625	ED426512
EA029626	ED426513
EA029627	ED426514
EA029670	ED426515
EA029786	ED426516

EC - Disabilities and Gifted Education

EC306704	ED426517
EC306949	ED426518
EC306951	ED426519
EC306952	ED426520
EC306953	ED426521
EC306954	ED426522
EC306955	ED426523
EC306957	ED426524
EC306958	ED426525
EC306959	ED426526
EC306960	ED426527
EC306961	ED426528
EC306962	ED426529
EC306963	ED426530
EC306964	ED426531
EC306965	ED426532
EC306966	ED426533
EC306967	ED426534
EC306968	ED426535
EC306969	ED426536
EC306970	ED426537
EC306971	ED426538
EC306973	ED426539
EC306975	ED426540
EC306977	ED426541
EC306978	ED426542

EC306979	ED426543
EC306980	ED426544
EC306981	ED426545
EC306982	ED426546
EC306983	ED426547
EC306984	ED426548
EC306985	ED426549
EC306986	ED426550
EC306987	ED426551
EC306988	ED426552
EC306989	ED426553
EC306990	ED426554
EC306991	ED426555
EC306992	ED426556
EC306993	ED426557
EC306994	ED426558
EC306997	ED426559
EC306998	ED426560
EC306999	ED426561
EC307000	ED426562
EC307001	ED426563
EC307002	ED426564
EC307003	ED426565
EC307020	ED426566
EC307153	ED426567
EC307163	ED426568

EF - Eric Facility

EF005066	ED426569
EF005076	ED426570
EF005134	ED426571
EF005137	ED426572
EF005148	ED426573
EF005150	ED426574
EF005151	ED426575
EF005164	ED426576
EF005166	ED426577
EF005171	ED426578
EF005175	ED426579
EF005178	ED426580
EF005179	ED426581
EF005180	ED426582
EF005181	ED426583
EF005185	ED426584
EF005186	ED426585
EF005191	ED426586

FL - Language and Linguistics

FL024983	ED426587
FL025155	ED426588
FL025185	ED426589
FL025414	ED426590
FL025565	ED426591
FL025571	ED426592
FL025634	ED426593
FL025635	ED426594
FL025639	ED426595//
FL025640	ED426596
FL025641	ED426597
FL025642	ED426598
FL025643	ED426599
FL025644	ED426600

FL025646	ED426601
FL025647	ED426602
FL025648	ED426603
FL025649	ED426604
FL025650	ED426605
FL025651	ED426606
FL025652	ED426607
FL025653	ED426608
FL025654	ED426609
FL025655	ED426610
FL025656	ED426611
FL025657	ED426612
FL025658	ED426613
FL025659	ED426614
FL025671	ED426615
FL025672	ED426616
FL025673	ED426617//
FL025674	ED426618
FL025676	ED426619
FL025677	ED426620
FL025678	ED426621
FL025679	ED426622
FL025680	ED426623
FL025681	ED426624
FL025682	ED426625
FL025697	ED426626
FL025698	ED426627
FL025699	ED426628
FL025700	ED426629
FL025701	ED426630
FL025702	ED426631

HE - Higher Education

HE031363	ED426632//
HE031714	ED426633
HE031715	ED426634
HE031716	ED426635
HE031718	ED426636
HE031719	ED426637
HE031720	ED426638
HE031721	ED426639
HE031723	ED426640
HE031724	ED426641
HE031725	ED426642
HE031726	ED426643
HE031747	ED426644
HE031748	ED426645//
HE031749	ED426646//
HE031750	ED426647
HE031751	ED426648
HE031752	ED426649
HE031753	ED426650
HE031800	ED426651
HE031801	ED426652
HE031802	ED426653
HE031803	ED426654
HE031804	ED426655
HE031805	ED426656
HE031806	ED426657
HE031814	ED426658//
HE031815	ED426659//
HE031816	ED426660//
HE031817	ED426661

HE031818	ED426662
HE031819	ED426663
HE031820	ED426664
HE031822	ED426665
HE031823	ED426666
HE031824	ED426667
HE031825	ED426668
HE031826	ED426669
HE031827	ED426670
HE031829	ED426671
HE031830	ED426672
HE031831	ED426673
HE031832	ED426674
HE031833	ED426675
HE031834	ED426676
HE031835	ED426677
HE031836	ED426678
HE031837	ED426679
HE031838	ED426680
HE031839	ED426681
HE031840	ED426682
HE031841	ED426683
HE031842	ED426684//
HE031843	ED426685

IR - Information and Technology

IR018687	ED426686
IR019200	ED426687
IR019303	ED426688//
IR019304	ED426689//
IR019306	ED426690
IR019409	ED426691
IR019417	ED426692
IR019427	ED426693
IR019428	ED426694
IR057250	ED426695//
IR057261	ED426696//
IR057262	ED426697//
IR057263	ED426698
IR057264	ED426699//
IR057265	ED426700
IR057266	ED426701
IR057267	ED426702
IR057268	ED426703
IR057269	ED426704
IR057270	ED426705//
IR057272	ED426706//
IR057273	ED426707//
IR057275	ED426708
IR057276	ED426709//
IR057277	ED426710//
IR057278	ED426711//
IR057279	ED426712//
IR057280	ED426713//
IR057281	ED426714
IR057282	ED426715

JC - Community Colleges

JC990021	ED426716
JC990022	ED426717
JC990036	ED426718
JC990045	ED426719

JC990046	ED426720
JC990047	ED426721
JC990049	ED426722
JC990050	ED426723
JC990051	ED426724
JC990052	ED426725
JC990054	ED426726
JC990055	ED426727
JC990056	ED426728
JC990057	ED426729
JC990058	ED426730
JC990059	ED426731
JC990061	ED426732
JC990062	ED426733
JC990063	ED426734
JC990064	ED426735
JC990065	ED426736
JC990066	ED426737
JC990068	ED426738
JC990070	ED426739
JC990071	ED426740
JC990072	ED426741
JC990073	ED426742
JC990074	ED426743
JC990075	ED426744
JC990076	ED426745
JC990079	ED426746
JC990080	ED426747
JC990081	ED426748
JC990083	ED426749
JC990084	ED426750
JC990085	ED426751
JC990086	ED426752
JC990087	ED426753//
JC990088	ED426754

PS - Elementary and Early Childhood Education

PS026316	ED426755//
PS026389	ED426756
PS026686	ED426757
PS026687	ED426758
PS026962	ED426759
PS026963	ED426760
PS026964	ED426761
PS026965	ED426762
PS027060	ED426763//
PS027066	ED426764//
PS027068	ED426765
PS027088	ED426766//
PS027089	ED426767//
PS027170	ED426768
PS027172	ED426769
PS027173	ED426770
PS027215	ED426771
PS027228	ED426772
PS027229	ED426773
PS027232	ED426774
PS027240	ED426775
PS027243	ED426776//
PS027244	ED426777
PS027247	ED426778
PS027250	ED426779
PS027253	ED426780

PS027260	ED426781
PS027262	ED426782
PS027263	ED426783
PS027264	ED426784
PS027265	ED426785
PS027266	ED426786
PS027267	ED426787
PS027269	ED426788
PS027270	ED426789
PS027272	ED426790
PS027273	ED426791
PS027275	ED426792
PS027278	ED426793
PS027279	ED426794
PS027280	ED426795
PS027281	ED426796//
PS027282	ED426797
PS027283	ED426798
PS027284	ED426799//
PS027285	ED426800
PS027286	ED426801
PS027294	ED426802
PS027297	ED426803
PS027298	ED426804
PS027301	ED426805
PS027305	ED426806
PS027308	ED426807
PS027310	ED426808
PS027316	ED426809
PS027318	ED426810
PS027319	ED426811
PS027320	ED426812
PS027321	ED426813
PS027326	ED426814
PS027327	ED426815
PS027328	ED426816
PS027344	ED426817
PS027351	ED426818
PS027352	ED426819

RC - Rural Education and Small Schools

RC021547	ED426820//
RC021644	ED426821//
RC021678	ED426822
RC021681	ED426823
RC021691	ED426824
RC021697	ED426825//
RC021761	ED426826
RC021766	ED426827
RC021767	ED426828
RC021768	ED426829
RC021790	ED426830
RC021792	ED426831
RC021793	ED426832
RC021794	ED426833
RC021795	ED426834
RC021796	ED426835
RC021797	ED426836//
RC021812	ED426837
RC021816	ED426838
RC021822	ED426839
RC021824	ED426840//
RC021825	ED426841

RC021826	ED426842//

SE - Science, Mathematics, and Environmental Education

SE060624	ED426843
SE060647	ED426844
SE060696	ED426845//
SE060697	ED426846
SE060701	ED426847
SE060883	ED426848
SE060925	ED426849
SE060928	ED426850
SE061204	ED426851
SE061265	ED426852
SE061276	ED426853
SE061625	ED426854
SE061920	ED426855
SE061930	ED426856//
SE061946	ED426857
SE061965	ED426858
SE061977	ED426859
SE061978	ED426860
SE061982	ED426861
SE061986	ED426862
SE061989	ED426863
SE062158	ED426864
SE062159	ED426865
SE062160	ED426866
SE062161	ED426867
SE062162	ED426868
SE062163	ED426869
SE062164	ED426870
SE062165	ED426871
SE062166	ED426872
SE062167	ED426873
SE062168	ED426874
SE062169	ED426875
SE062170	ED426876
SE062171	ED426877
SE062172	ED426878
SE062173	ED426879
SE062174	ED426880
SE062175	ED426881
SE062176	ED426882
SE062177	ED426883
SE062178	ED426884
SE062179	ED426885
SE062180	ED426886
SE062181	ED426887
SE062182	ED426888
SE062183	ED426889
SE062184	ED426890
SE062185	ED426891
SE062186	ED426892
SE062187	ED426893
SE062188	ED426894
SE062189	ED426895
SE062190	ED426896
SE062191	ED426897
SE062192	ED426898
SE062193	ED426899
SE062194	ED426900
SE062195	ED426901
SE062196	ED426902

SE062197	ED426903
SE062198	ED426904
SE062199	ED426905
SE062200	ED426906
SE062201	ED426907

SO - Social Studies/Social Science Education

SO026766	ED426908
SO028529	ED426909
SO028531	ED426910//
SO028750	ED426911
SO028893	ED426912//
SO029195	ED426913
SO029361	ED426914
SO029413	ED426915
SO029417	ED426916
SO029443	ED426917
SO029444	ED426918
SO029462	ED426919
SO029473	ED426920//
SO029492	ED426921
SO029762	ED426922
SO029764	ED426923
SO029765	ED426924
SO029766	ED426925
SO029767	ED426926
SO029768	ED426927
SO029842	ED426928
SO029847	ED426929
SO029849	ED426930
SO029852	ED426931
SO029853	ED426932
SO029854	ED426933
SO029855	ED426934
SO029856	ED426935
SO029857	ED426936
SO029858	ED426937
SO029859	ED426938
SO029861	ED426939
SO029862	ED426940
SO029863	ED426941
SO029864	ED426942
SO029865	ED426943
SO029867	ED426944
SO029868	ED426945
SO029869	ED426946
SO029870	ED426947
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SO029874	ED426950
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SO029882	ED426955